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ABSTRACT

"Second Step" is a curriculum designed to reduce impulsive and aggressive behavior in children aged 9 through 12 years, increasing their levels of social competence by teaching skills in empathy, impulse control, and anger management. This guide is part of the "Second Step" series, which includes curricula for preschool/kindergarten and grades 1-3 and 6-8. It is a companion to a personal safety curriculum that teaches children not to be victims, and takes a "second step" in primary prevention by teaching children not to become victimizers. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. The curriculum contains three units, one each on empathy training, impulse control, and anger management and lessons include components on similarities and differences between people, and accepting others. Each lesson consists of a coded, 11" x 17" photo card, a story, and discussion questions. Tapes and a video are available to complement these activities. Take-home letters are included to inform parents about class activities. An appendix contains: (1) a list of 61 children's books; (2) a list of 45 resources, including films; (3) additional activities; (4) a guide to feelings; (5) problem solving techniques; (6) what to do when you are angry; and (7) a lesson presentation evaluation. Contains 43 references. (SLD)

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ED 365 741

Teacher's Guide

# Second Step™

## A Violence-Prevention Curriculum

## Grades 4-5

**Second Edition**

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## TABLE OF CONTENTS

## Teacher's Guide


**Introduction**

Introduction ..... 1

**How To Use This Curriculum**

Getting Started ..... 11

Teaching a Lesson ..... 15

Transfer of Training ..... 22

Handling Disclosure and Reporting ..... 25

**Unit Descriptions**

Unit I — Empathy Training ..... 27

Unit II — Impulse Control ..... 35

Unit III — Anger Management ..... 45

**Scope and Sequence**

At-a-Glance ..... 51

Unit Goals and Concepts ..... 53

**Take-Home Letters**

Introduction to *Second Step* ..... 61

*Second Step*, Unit I ..... 62

*Second Step*, Unit II ..... 63

*Second Step*, Unit III ..... 64

Homework: Student Self-Report ..... 65

Homework: Parent Report ..... 66

**Appendix**

Children's Books ..... 67

Resources ..... 74

Additional Activities ..... 77

Guide to Feelings ..... 83

How to Solve Problems ..... 85

What to Do When You Are Angry ..... 86

Lesson Presentation Evaluation ..... 87


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# TABLE OF CONTENTS

## Lessons

### Unit I: Empathy Training


Lesson 1: Introduction to Empathy Training ..... 1
Lesson 2: Identifying Feelings ..... 2
Lesson 3: Feelings Change ..... 5
Lesson 4: Conflicting Feelings ..... 6
Lesson 5: Similarities and Differences ..... 7
Lesson 6: Preferences ..... 8
Lesson 7: Perceptions ..... 9
Lesson 8: Predicting Feelings ..... 10
Lesson 9: Communicating Feelings ..... 11
Lesson 10: Skill Review ..... 12
Lesson 11: Cause and Effect ..... 13
Lesson 12: Intentions ..... 14
Lesson 13: Fairness ..... 15
Lesson 14: Active Listening ..... 16
Lesson 15: Expressing Concern ..... 17
Lesson 16: Accepting Differences ..... 18


### Unit II: Impulse Control


Lesson 1: Introduction to Interpersonal Problem Solving ... 19
Lesson 2: Recognizing Impulses ..... 20
Lesson 3: Identifying a Problem ..... 21
Lesson 4: Choosing a Solution ..... 23
Lesson 5: Step-by-Step ..... 24
Lesson 6: Keeping a Promise ..... 25
Lesson 7: Giving and Receiving Compliments ..... 26
Lesson 8: Making Conversation ..... 27
Lesson 9: Dealing With Fear ..... 28
Lesson 10: Taking Responsibility for Your Actions ..... 29
Lesson 11: Skill Review ..... 30
Lesson 12: Resisting the Impulse to Lie ..... 31


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Lesson 13: Dealing With Peer Pressure ..... 32
Lesson 14: Dealing With Gossip ..... 33
Lesson 15: Resisting the Temptation to Cheat ..... 34
Lesson 16: Setting Goals ..... 35

**Unit III: Anger Management**

Lesson 1: Introduction to Anger Management ..... 36
Lesson 2: Anger Triggers ..... 37
Lesson 3: Relaxation ..... 38
Lesson 4: Self-Talk ..... 39
Lesson 5: Reflection ..... 40
Lesson 6: Dealing With Putdowns ..... 41
Lesson 7: Dealing With Criticism ..... 42
Lesson 8: Dealing With Being Left Out ..... 43
Lesson 9: Skill Review ..... 44
Lesson 10: Dealing With Frustration ..... 45
Lesson 11: Dealing With an Accusation ..... 46
Lesson 12: Accepting Consequences ..... 47
Lesson 13: Keeping Out of a Fight ..... 48
Lesson 14: Making and Responding to a Complaint ..... 49

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## TEACHER'S GUIDE

## Introduction

### What is *Second Step*?

*Second Step, Grades 4-5,* is a curriculum designed to reduce impulsive and aggressive behavior in children, ages 9-12, and increase their level of social competence. It does this by teaching skills in empathy, impulse control and anger management. This curriculum is part of the *Second Step* series which includes curricula for preschool/ kindergarten and grades 1-3 and 6-8.

*Second Step* can be easily integrated into primary grade programs and is a companion curriculum to *Talking About Touching, Grades 4-5, A Personal Safety Curriculum* (1987). In personal safety education, children are taught how to avoid becoming victims; *Second Step* teaches children how to avoid becoming *victimizers*. In essence, this curriculum constitutes a *second step* in primary prevention. Because it targets skill deficits which put children at risk not only for violence, but also for substance abuse, suicide, and dropping out of school, *Second Step* can be adopted as a basic skills curriculum for prevention education.

### What is the problem?

As more and more children are experiencing conflict at home, substance abuse within the family, less access to their parents, and television as their primary source of entertainment and values, consequently they are displaying impulsive and aggressive behaviors both at home and at school. Teachers find themselves spending increasing amounts of time attending to students' disruptive and angry outbursts, interpersonal conflicts and off-task behavior. Although teachers are expected to concentrate on teaching academics, they are finding that student behavior often prevents them from doing so. The prevalence of general behavioral problems in school-aged children approximates 25-30% (Cowen, et al., 1975; Rubin & Balow, 1978).

In addition, virtually every classroom has students who are labeled "high risk." These children are characterized by excessively aggressive and impulsive behavior which is a burden to all members of their classrooms and a major cause of peer rejection (Coie, Dodge & Kupersmidt, 1990). This behavioral pattern emerges as early as three years of age (Chamberlain and Nader, 1971; Westman, Rich & Bermann, 1967). The early indicators of this high-risk pattern include (Spivack and Cianci, 1987):

- a tendency to become involved in poking, pushing and other annoying social behavior.
- a tendency to rush into things.
- negative and defiant behavior.

- self-centered verbal responsiveness to others, exemplified by interrupting others, blurting out their thoughts, and talk which is irrelevant to the ongoing conversation.

Bullies fall into this high-risk category. They perceive every "bump" or slight as an act of aggression which requires retaliation; they often believe that others are out to get them. It is estimated that 15% of school children are involved in bully-victim problems and one in ten students is regularly harassed or attacked by bullies (Gruen, 1987).

What is in store down the road for these high-risk children if their impulsive and aggressive behavior remains unchecked? Research shows that many are headed for a lifetime of failure, exacting a great toll from society. This group is particularly at risk for underachieving in school or dropping out, as well as performing below their potential throughout their careers. As parents, they are often physically and/or sexually abusive, and one in four are imprisoned for adult crimes by age 30 (Gruen, 1987).

While aggressive children have been the subject of numerous studies over the last twenty years, the plight of children neglected by their peers has gained the attention of researchers and educators recently (Coie, Dodge & Kupersmidt, 1990). Socially neglected children usually go unnoticed by their peers but may fall victim to bullying and suffer ill effects: low self-confidence, underachievement in school and withdrawal. In some cases extended persecution has ended in suicide or violent retaliation on the part of victims. By the time they reach high school, approximately 25% of students fear victimization by their peers (National Association of Secondary School Principals).

While many teachers eagerly pick up a curriculum such as *Second Step* with that one difficult child in mind, the benefits to the rest of the class should not be overlooked. One of the main goals of health education is to help children become independent problem solvers. By learning to affect their environment positively, children experience a growth in self-esteem and a readiness for academic learning. This helps prevent defeating patterns of adjustment which might otherwise have arisen later in school.

It would be a mistake to focus on the problems high-risk children pose for schools as lying solely with home conditions which are difficult for educators to address. Educators need to begin by recognizing that they are in a unique position to help youngsters learn to help themselves. The purpose of this curriculum is to make available those tools which have proven effective in teaching prosocial behavior to elementary school children.

**Why do some children act this way?**

Children with minor behavior problems, as well as high-risk children, fail to act prosocially because they have one or more of the following deficits: They...

- don't know what appropriate behavior is, due to a lack of modeling of alternative ways of resolving conflict;
- have the knowledge but lack the practice due to inadequate reinforcement;
- have emotional responses, such as anger, fear or anxiety, which inhibit the performance of desirable behavior (Cox and Gunn, 1980);
- have inappropriate beliefs and attributions regarding aggression (Dodge & Frame, 1982; Perry, Perry & Rasmussen, 1986); or
- have developmental delays due to physiological problems, sometimes caused by the mother's substance abuse during pregnancy (Rutter, 1982).

Children from dysfunctional homes, as well as homes which lack adult supervision, often fail to learn problem-solving skills which would help them achieve more socially acceptable solutions to everyday problems. Parents may fail to model the skills or fail to recognize and reinforce appropriate behavior when it does occur. All too often, it is inappropriate behavior which is modeled or which gets attention. To a child needy for any recognition, negative attention is often better than no attention at all (Patterson, 1975).

High risk children are frequently victims of violence themselves (Dodge, Bates & Pettit, 1990). They may be abused at home or may witness parental abuse of a spouse or the child's siblings, often shutting down their empathic response as a means of psychological survival. These children learn that violence is an acceptable way to interact with others, and it may be the only means they have learned to attain a goal. Thus, violence tends to be an intergenerational problem, with children imitating the deficient social skills of their own parents.

Parents of aggressive children sometimes fail to nurture or show interest in their offspring. There may have been a lack of bonding between mother and child from birth or an interruption during the bonding process (Bell & Ainsworth, 1972). Parents may be authoritarian, controlling, untrusting and rejecting. They may fail to provide adequate supervision, and their discipline may be arbitrary, punitive and extreme.

Violent television programs reinforce the message that violence is acceptable and that it is okay to dominate others. Research shows that children who view these programs act more aggressively with their peers than children who do not (Bandura, 1973; Huesmann & Eron, 1986; Lefkowitz, et al., 1977).

An increasing number of children are put at risk from the moment of conception. Substance abuse by pregnant mothers significantly increases the chances that their children will be born with related neurological and physical problems. These children have significantly shorter attention spans and greater aggressive tendencies than their more normal peers. Consumption of crack cocaine has caused an epidemic of these special needs children in recent years (Reese-Potter, 1992).

Aggressive children have often missed a key developmental step or have been delayed in their reasoning process. **Verbal mediation,** thinking out loud to guide oneself in problem solving, is thought to be important for the great shift in thinking which occurs between the ages of five and seven. Before this shift, children tend to respond to events superficially and in an associative fashion, often acting on the first idea that pops into their heads. When children begin to substitute logic and reasoning for association, they become able to inhibit or regulate their behavior; that is, they stop and think before they act (Luria, 1961; Vygotsky, 1962; White, 1965; Kohlberg, Yaeger & Hjertholm, 1968). If children fail to develop these reasoning skills—the tools of independent thinking—they will feel increasingly handicapped both socially and academically (Achenbach, 1971).

While aggressive and impulsive children can be found on every socio-economic level, high-risk children from lower socio-economic levels are especially at risk. They live in neighborhoods where:

- adult role models often have fewer opportunities to succeed in mainstream society;
- they may know people involved in criminal activities;
- the cultural heroes may glorify violence, power, winning and rejection of traditional cultural authority; and
- economic stress increases the chances of family violence and may interfere with adult supervision.

Many of these problems are also found in middle class communities during economic downturns.

**How do children learn to act prosocially?**

Children learn to act prosocially in some of the same ways they learn to act antisocially. They learn through **modeling, practice** and **reinforcement.** Rather than witnessing and repeating negative behavior, prosocial children witness and repeat positive behavior. Reinforcement, both planned (praise, rewards) and natural (resolving the problem), further assures skill acquisition. These methods of acquiring behavior are explained in further detail in "Teaching a Lesson" and "Transfer of Training" in this Teacher's Guide.

Prosocial children also have emotional responses—pride, happiness, security, feeling loved—which further encourage appropriate behavior. High self-esteem is not a skill, but a consequence that appears to be the result of deep acceptance by primary caregivers and/or a level of social competence that allows a child to affect his or her environment positively.

Many teachers feel they cannot fill the void created by the home front. Yet studies have shown that high-risk children who have survived and flourished in adverse conditions and against all odds had a strong connection with one or more significant adults outside of their families (Goleman, 1987). Often these stabilizing forces were teachers. In addition to providing a foundation of love and acceptance, teachers can help children develop and use the skills that are the building blocks of social competence, resulting in an indirect increase in their self-esteem.

**What works in prevention and intervention?**

As stated earlier, there has been much research over the past 20 years on the early indicators of violent adolescent and adult behavior. In addition, these behavioral indicators translate into specific skill deficits which have been consistently associated with adult antisocial behavior. These skill deficits include a lack of: empathy, impulse control, problem-solving skills, anger management and assertiveness (Feshbach & Feshbach, 1969; Kendall & Braswell, 1985; Novaco, 1975; Spivack & Cianci, 1987).

The approach of this curriculum is to develop skills in **empathy, impulse control** and **anger management.** A review of existing programs for children which focus on one or more of these skill areas demonstrates that these directions in prevention and intervention show effectiveness and promise.

**1. Empathy** appears to be a significant factor in the control of aggressive behavior. Because empathic people tend to understand other points of view, they are less likely to misunderstand and become

angry about others' behaviors. Empathic people also tend to inhibit aggressive behavior because observation of pain and distress in others elicits their own distress responses (Feshbach, 1984).

Evidence suggests that elementary school children can learn empathy skills (Beland, 1988, 1989, 1991; Feshbach, 1984; Saltz & Johnson, 1974). The fact that it is, to some degree, a gender-typed quality (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968) also suggests that empathy is a culturally transmitted, learned ability. Girls learn to be more empathic than boys.

The *Second Step* approach views empathy as a "skill set" that includes the abilities to recognize, experience and respond to the feelings of others. It is neither pure virtue, nor an intrinsically gender-based characteristic. To a large degree it can be taught.

**2. Impulse Control** has been effectively taught to children in therapeutic as well as classroom environments (Beland, 1988, 1989, 1991; Camp & Bash, 1981; Goldstein, 1981; Meichenbaum, 1977; Spivack & Shure, 1974). Two strategies have shown promise when used with groups of impulsive and aggressive youngsters: Interpersonal Cognitive Problem Solving and Behavioral Social Skills Training (Spivack & Shure, 1974; Michelson, 1987). For our purposes, we will refer to these strategies as problem solving and behavioral skills training. The former systematically teaches reasoning steps applied to social situations. The latter teaches target behaviors, such as "apologizing" or "joining in" an activity, which have a broad application to a variety of social situations.

**3. Anger Management,** like empathy training, is an increasingly popular strategy to use with aggressive adolescents and adults, and can be effectively taught to children as well (Beland, 1988, 1989, 1991; Novaco, 1975; Trotter & Humphrey, 1988). When used with elementary school children, this strategy is comprised of the recognition of anger cues and triggers, the use of positive self-statements and calming-down techniques to prevent the onset of angry feelings, and reflection on the anger-provoking incident.

**How do these strategies work together?**

A number of curricula exist which tend to focus on one or two of the strategies listed above. *Second Step* takes the basics of each strategy and integrates them into a working whole.

Empathy should be the first building block of any violence-prevention or social skills program. The major goal of problem solving is to create win-win situations. Without sensitivity to others' feelings and perspectives, creative problem solving can be stymied. Empathy is

also an essential element of anger management because it involves recognition of emotions. Teaching empathy creates bonds within the classroom which foster negotiation and reduce conflicts in general.

Problem solving and behavioral skills training are naturally paired together. Problem solving, a cognitive approach, provides a strategy which can be used to work through any problem. Behavioral skills training provides the behavioral guidelines and practice necessary for carrying out solutions. Children need to be able to decide *what* to do about a problem, as well as know *how* to perform the chosen solution. A study combining these two strategies found this approach was more effective in instilling prosocial behavior than the application of individual strategies (Marchione, Michelson & Mannarino, 1984).

Problem solving and behavioral skills training complement anger management skills. The problem-solving approach is applied to guide children in resolving interpersonal problems after they have effectively reduced their anger. Behavioral skills training is also combined with anger management to focus on skills to use with specific types of provocations, such as dealing with accusations or putdowns.

**Has *Second Step* been piloted?**

Curricula in the *Second Step* series have been piloted with preschool through eighth grade students. The curriculum for grades 4-5 was originally piloted in 1989 in the Seattle School District. Scores from pre- and post-interviews of children who received the program were compared with scores of children who had not received the program. Results showed that the program had significantly enhanced the children's empathy, problem solving and anger management skills as measured by the instruments. Teacher observations attested that some transfer of training had occurred, resulting in a positive change in classroom climate.

For a summary report of *Second Step* pilot projects, write Research and Evaluation, Committee for Children, 172 20th Avenue, Seattle, WA 98122.

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## Implementation Planning

The *who, where,* and *when* of implementing *Second Step* are critical issues in planning for program effectiveness. It is highly recommended that classroom teachers be the primary presenters, with school counselors or social workers playing a key supporting role. There are several advantages to this plan. Teachers can better facilitate transfer of training, a major curriculum goal, throughout the day. By presenting the curriculum, teachers clearly establish themselves as support people to whom the students can easily turn at any time. Teacher presentation also assures that *all* the students receive the lessons, helping to set new norms for classroom and playground behavior.

It is also suggested that students receive the program at each grade level and that the entire staff be trained. There are many advantages to instituting a "whole school" approach. First, it takes time to change behavior. The program is most effective when students receive consistent instruction from one year to the next. Second, the strategies are more apt to be utilized by the students if they encounter them when speaking with the principal, the librarian, the counselor, the playground supervisor and their classroom teacher.

If school-wide implementation is not presently possible, it is helpful to have at least two teachers within a school using *Second Step* so they can compare notes, discuss progress, observe lessons and exchange feedback. If teachers can obtain classroom release time, *Second Step* provides an excellent opportunity for peer coaching. When observing another teacher present a lesson, use the **Lesson Presentation Evaluation** form in the Appendix as a guide for providing feedback to the teacher.

School counselors or social workers can provide important program support by facilitating implementation. This might entail planning for training, organizing discussion groups for teachers, modeling lessons, observing lesson presentations, giving feedback, and providing follow-up for high risk students through pull-out groups. These students can spend more time role playing and discussing how to apply the strategies to their personal conflicts. Pull-out groups, however, should not become the sole means of presenting the curriculum in a school. When all students learn and use the strategies, prosocial behavior can become the norm and the high-risk children do not feel isolated or labeled.

If the school or district is implementing the curriculum for the first time, this is a good time to design a pilot evaluation to measure the curriculum's effectiveness in teaching violence-prevention skills and in

changing student behavior. For guidance in designing an evaluation, write Research and Evaluation Director, Committee for Children, 172 20th Avenue, Seattle, WA 98122.

**Staff Training**

If *Second Step* is adopted on a district-, school- or agency-wide basis, staff development is the first step in implementation. Training should be facilitated by Committee for Children trainers or a teacher, counselor or administrator who has attended a *Second Step* Trainer Training provided by Committee for Children. Individual teachers who desire to implement the program can contact the Committee for Children regarding trainings in their area or in Seattle.

*An initial* one-day training (or three after school training sessions) can serve as an overview, providing background information, program goals, and demonstration and practice of the teaching strategies. A staff training video produced by Committee for Children (1992) and designed for use with a live training is a helpful training tool.

After they attend a training, teachers should read the Teacher's Guide and familiarize themselves with the curriculum content and then spend several weeks using the curriculum in their classrooms. After the teachers have "gotten their feet wet," they should meet to discuss progress, questions and concerns. A teacher, counselor or district/ agency administrator who has attended a Trainer Training can provide further demonstration and practice of the strategies, and facilitate discussion of methods for integrating the strategies and themes of *Second Step* into other subject areas.

**Informing Parents**

The positive effects of *Second Step* on children's behavior greatly increase if parents and guardians are informed of the content and strategies of the program. This is best done at the outset of the program. An overview of the curriculum can be given at a parents' night, during individual parent conferences and through Take-Homes. Take-Home Letters can be found in the "Take-Home" section in this Teacher's Guide.

**Setting Up the Classroom**

Arrange the classroom so that lessons can be presented in a circle or horseshoe arrangement. This setup allows students to see each other and the teacher clearly, encouraging involvement and inviting discussions. This arrangement also naturally provides a stage for role plays in the center of the circle or at the opening of the horseshoe. The physical setup of the classroom will affect the involvement and interac-

tion of students during the lessons and have a direct bearing on the quality of their learning experience.

**Presenting the Lessons**

The units and lessons should be used **in sequence,** as each builds upon skills presented in the previous lessons. The "Scope and Sequence" section provides a detailed guideline for the order of lesson presentation at each grade level.

The lessons are scripted to provide ease of presentation and to insure that the concepts and strategies are presented in a developmental and sequential order. Please **stick to the lesson** by not skipping questions or becoming overly sidetracked in discussions which do not directly relate to the lesson objectives. Since the curriculum is based on a child-centered approach, opportunities for creativity exist within the lesson structure. The "Teaching a Lesson" section gives specific guidelines for how to present the program to students.

**Working With a Group**

**Group Rules.** Establish clear behavioral guidelines for conduct at the outset of the program. Unit I, Lesson 1, provides the structure with which to do this. Encourage students to participate in making the rules and attempt to phrase the rules in a positive way which clearly defines the expected behaviors. For example, instead of saying, "Don't talk out of turn," say, "Raise your hand and wait until you're called on." Setting the tone of the program at this stage is important for effectively implementing *Second Step.*

**Pace.** *Second Step* is designed to appeal to children's physical as well as intellectual needs. It is up to you to discover a pace which flows smoothly but gets the concepts and skills across. Teachers with large classes will find this the most challenging aspect of the program. Students will be generally so interested in the lessons that the key will be to allow individuals to be heard while not losing the interest and participation of the rest of the group.

**Participation.** Most classes have some students who eagerly and regularly participate in group discussions and activities while others hang back and participate very little. It is important to develop facilitation techniques which encourage participation of all your students. When asking questions, pay attention to the **wait time.** By waiting 5-10 seconds, you can usually double participation because most of the students have been given adequate time to think about their answers.

To relieve students' stress of needing to be heard, occasionally ask them to turn to a neighbor to share their answers to a question, fol-

lowed by voluntary sharing with the group. This is especially helpful in large classes. You may also ask a question and, once students' hands are up, say "I will call on Enrique, Joan and Samuel this time." If you use this method, assure the students that you will be calling on everyone at some point during the lesson.

Be aware that some students so want to answer a particular question that they keep it on their mind or keep their hand raised even if you have moved to other questions down the line. One way to deal with this is to say, "Now I have *another* question" and proceed to ask the next question. This will help the students to stay with you.

Rephrasing a question is another way to encourage involvement. This can be accomplished by saying, "Think of one thing Jamie can do about his problem and then raise your hand." Wait until all hands are raised before calling on a student. By practicing these and similar techniques, discussions can be kept lively and flowing, and participation becomes the norm.

**Disruptive Behavior.** If students give silly answers, redirect them to the task at hand by referring to the question being discussed. Say, "That's one way of looking at it," or "That's one idea; what is another?" Then move quickly to focus on other students' suggestions.

When a student's behavior disrupts a lesson and the majority of the group is with you, remind her/him of the rules of conduct. If the student is restless, prescribe a behavior which checks the restless activity, such as having her/him cross arms or legs if fidgeting. If a student is extremely disruptive, direct her/him to sit nearby but apart from the group, so that s/he can still benefit from the lesson.

If the group as a whole has become restless, set the lesson aside. You can always come back to it later. Most lessons can be easily broken up into sections. By spreading out a lesson, the sessions act as reviews and reinforcements. If this is a recurring problem with your class, you may want to schedule portions of the lessons for different times of the day.

### References

Beland, K., Bolling, B., & Miller, T. (1992). *Staff training video for second step (preschool-grade five).* Seattle: Committee for Children.

## Teaching a Lesson

*Second Step* is a violence-prevention curriculum that is designed to help children learn prosocial skills and reduce impulsive-aggressive behavior. To reach this end, the curriculum is built upon the following goals:

1. To increase children's ability to:
    - identify others' feelings,
    - take others' perspectives, and
    - respond empathically to others.
2. To decrease impulsive and aggressive behavior in children through:
    - applying a problem-solving strategy to social situations, and
    - practicing behavioral social skills.
3. To decrease angry behavior in children through:
    - recognizing angry feelings, and
    - using anger-reduction techniques.

**Lesson Card Format**

The 11" x 17" lesson cards form the core of the program. (See diagram.) The cards are divided into three units:

I. Empathy Training

II. Impulse Control

III. Anger Management

Once again, the units and lessons should be used in sequence as each builds upon skills presented in the previous lessons. However, if anger is a problem in your classroom, feel free to coach students in using the anger reduction techniques outlined in Unit III, but refrain from teaching actual lessons ahead of schedule.

The lesson format is designed for ease-of-use. The **preparation section** on each lesson card contains the following sections:

- Unit Goal (appears on first lesson of each unit)
- Concepts
- Language Concepts
- Objectives

- You Will Need
- Notes to Teacher

Each lesson consists of a **photograph** accompanied by a **story** with **discussion questions.** Three lessons have multiple photographs. The body of the lessons contains the following sections:

- Story and Discussion
- Role Plays or Activity

The following sections on the lesson card guide the teacher in providing follow-up and reinforcement of the concepts and skills presented in the lesson:

- Transfer of Training
- Homework
- Home (appears in selected lessons)

**Preparing for a Lesson**

Prepare for teaching individual lessons by first reading the left-hand column of the lesson card which contains the following information:

**Unit Goals.** Unit goals are provided in the first lesson of each of the three units. These will inform you of the overall aims of each unit.

**Concepts and Language Skills.** The concepts identify the main skills and ideas to be taught. Language concepts are key words which appear italicized in the text and should be emphasized during the lesson. Many lessons' main focus is on building the students' comprehension of these words.

**Objectives.** The objectives are framed in terms of skills the students should be able to perform after receiving the lesson. Teachers should keep these objectives in mind when teaching the lessons.

**Notes to the Teacher.** This section provides background information and identification of developmental differences for ages six to nine relating to the skills taught. Points from the Teacher's Guide may be reemphasized in this section.

After you have read the preparation section, read the story and discussion questions, noting how they teach and reinforce the concepts. Next, read the role play section and rehearse the model role play. Prepare for transfer of training by imagining which classroom activities you might target for using the new skills.

## Presenting a Lesson

**Story and Discussion.** When presenting a lesson, direct the students to look at the photograph while you read the story and questions from the back. Make sure all the students have a chance to see the photograph. The story and key points within the text appear in **bold type**. Questions are numbered and appear in plain type.

The curriculum relies on your skill in facilitating and summarizing classroom discussion. The suggested discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries, such as "What might happen if...?" "How do you think...?" "How can you tell...?"

It is important to **refrain from placing value judgments** on student answers. "That's one idea. What is another?" encourages more participation than "That's a good idea! Does anyone have another one?" The latter response discourages participation by students who fear their suggestions may not be as "good" as other suggestions. When students get stuck on a particular category of ideas, such as physical solutions to a problem, ask, "These ideas are alike (in this way); does anyone have a *different* idea?"

Suggested answers appear in parentheses after each question. These are meant only as guidelines for discussion, *not* as absolute answers. In *Second Step* there are few absolutes. Instead, the curriculum relies on the students' own creativity in solving problems.

**Posters** of the problem-solving and anger management steps provide additional visual reinforcement of the curriculum strategies and target behaviors. Hang the posters in a visible spot in the room and leave them up for the remainder of the school year. If the curriculum is shared with other classrooms, you may want to order additional posters or create your own on poster paper.

A blank laminated poster and a water-soluble pen are provided for recording ideas generated by the students for individual lessons in Units I and II. The poster can also be used to list behavioral steps. The list acts as a reference during role plays. Students who come up with their own steps are more likely to use the steps in real situations than students who are given steps. This poster is erasable and may be reused to record ideas and skill steps for subsequent lessons.

## Facilitating Role Plays

**Model role play.** After presenting the story and discussing the social skill being targeted, you will need to model the skill in a role play. Research has shown that modeling is an effective means of promoting the learning of prosocial skills (Canale, 1977; Grusec, et al., 1978;

Rogers-Warren & Baer, 1976). Modeling is also important because it allows teachers to share their human side, shows modeling can be fun and acknowledges that mistakes are okay.

Most role plays can be modeled by you and a student. You may want to enlist the help of another adult, if available, to perform the model role play. It is advisable to rehearse the model role play with a student or at least in your mind before each lesson.

**When modeling the role play** keep in mind the following guidelines:

- Play the role of the main character, the person performing the behavioral steps.
- Portray the main character as a person of similar age and verbal ability as the students (i.e., don't use sophisticated, adult language).
- Model the behavioral steps in the correct sequence. You may want to replay the scene, pointing to the steps on the poster as you do them.
- Keep the role play simple by performing the steps without a lot of extraneous dialogue or action.

**After modeling the role play** do the following:

- Ask if you followed each step.
- Discuss the outcome of using the skill; i.e., what did the main character gain?
- Invite critique by asking what you did well and what you could improve upon.
- Model self-reinforcement, e.g., "I think I did a good job."

Modeling may feel uncomfortable at first. With practice, it can quickly become an enjoyable activity.

**Student role plays.** Without student practice of a skill, the positive effects of modeling are short-lived. Student role play is an effective means for structuring practice of prosocial skills and changing student behavior (Spivack and Shure, 1974; Staub, 1974).

Scenarios are listed under student role plays on the lesson card. It is not necessary for each student to perform a role play in front of the class. Assign role plays to student pairs and have them practice simultaneously. A role play may be practiced by more than one pair. During the practice session, circulate among the student pairs to provide

feedback, which can include prompting, coaching, and suggestions for improvement. After a five- to ten-minute practice, several pairs can be chosen to perform in front of the class.

Students who perform in front of the class should receive further **feedback** from you and the rest of the class. Phrase your questions to elicit constructive comments: "Did Sandy follow the three steps?," "What did Sandy do well?" and "What could she do differently?" Display the skill poster prominently in class, and use it as an evaluation guide.

Provide **reinforcement** in the form of encouragement and praise when a role play, or parts of a role play, are done well. Make the praise specific, such as, "You did a good job of looking your partner in the eyes when you said that." Reinforcement is discussed in further detail in the "Transfer of Training" section in this Teacher's Guide.

Be prepared—every student may want to be on stage. If your class size is greater than ten, the students may not be able to sit through all the student role plays. Additional role plays can be performed during the course of the week, serving as reinforcements of the lesson. See "Finding the Time" in this section.

Be sure each student has a chance to participate in a role play to insure they learn the target skill. This does not mean it is necessary to force students who do not want to perform into performing. Instead, the emphasis is on providing an opportunity for each student to participate in a role play.

**Activity.** Activities appear on lessons which do not contain role plays. They include physical exercises or games and provide reinforcement and closure to the lesson.

**Providing Follow-Up**

Continue to reinforce the concepts and skills after presentation of the lesson card. The following sections, which are found in the right-hand column of the lesson card or in the Appendix, provide follow-up guidance:

**Transfer of Training.** The long-term effectiveness of the skills presented in this curriculum requires applying the skills to real life situations. While this section is short and appears at the end of the lesson, it is one of the most important sections. This section on the lesson card gives the teacher advice on how to facilitate the students' use of the newly taught skills in class, on the playground and at home.

Transfer of training is so critical to the success of this program that it is described in greater detail in the "Transfer of Training" and "Unit

Descriptions" sections in this Teacher's Guide.

**Optional Homework.** Suggested activities are provided as homework to reinforce the lesson concepts and provide further skill practices.

**Home.** So that children use the skills in other settings, it is highly important that parents and guardians be informed of the program. The "Home" section appears on selected lessons to indicate when to send home Take-Home Letters. The letters can be found in the "Take-Home" section of this Teacher's Guide. It is also beneficial to discuss the program at a parents' night and/or during parent-student conferences.

**Books.** Selected children's books are recommended to reinforce themes and concepts in each lesson. A complete, annotated listing can be found in the Appendix. These books can be read to the class later or be made available for student reading. Do not read these books aloud immediately following a lesson as this would require the children to sit for too long.

**Additional Activities.** Additional activities for each unit which can be done later in the day or week can be found in the Appendix. These activities are especially helpful to the teacher who plans to teach a lesson once a week and build on lesson themes with additional activities, books, songs, etc. (See "Finding the Time" below.)

***Second Step* Video.** The filmstrip-in-video provides reinforcement of the main strategies in each unit. See the "Scope and Sequence" section for the best time to show the video for each grade level.

**Finding the Time**

*Second Step* fits well into the curriculum guidelines of primary grades. It not only teaches interpersonal skills, but also academic skills and concepts common to reading and math. The curriculum should not be viewed as an add-on, but as a tool for meeting key program objectives. Teachers who have used *Second Step* have found that the program increases time available for other subjects and activities because less time is spent on dealing with student disruptions and interpersonal conflicts.

Individual lessons provide an appropriate focus for circle times. You may want to schedule lessons for specific days and times, such as M-W-F after lunch. Some teachers prefer instead to utilize those opportune moments which often arise in the course of a day. It is possible to implement *Second Step* in this way since the program is self-contained and little preparation time is needed, aside from reading the lesson beforehand.

Depending on the class size, each lesson takes 30-45 minutes. The story and discussion section takes approximately 10-20 minutes. Role plays, including the teacher model role play and student role plays, take 15-20 minutes. Closure and setting up transfer of training take approximately 5 minutes.

If the class's attention wanders, sections of the lesson can be split and taught at different times. However, be careful to allow no more than a day's time in between sections. By spreading a lesson out over several days, each subsequent class session can serve as a review. Some teachers may plan to divide up the lesson because they wish to target one skill lesson a week and give every student a chance to perform a role play in front of the class.

The "Scope and Sequence" section identifies lessons to be taught at each grade level. Depending on the grade level and amount of review needed, complete implementation of the curriculum takes:

- 5-7 weeks (a lesson a day)
- 7-10 weeks (three lessons a week)
- 10-15 weeks (two lessons a week)
- 20-30 weeks (one lesson a week)

An optimum implementation schedule would be to present no more than two lessons each week. Between lessons reinforcement can be provided by reading suggested books, doing additional activities and role plays and facilitating transfer of training.

**References**


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## Transfer of Training

Transfer of training refers to using skills in, or transferring skills to, real life situations. For instance, transfer has been achieved if a child learns a new skill, such as making "I" statements, and then uses "I" statements in real conversions.

For this curriculum to be most successful, students who are taught the lessons need to use their new skills in real life. This is why it is critical that teachers facilitate transfer of training. Facilitation is not difficult. It does require a watchful eye, a few appropriate techniques and a commitment to the importance of transfer of training in everyday classroom life.

### The Model

While transfer of training often requires spontaneous events, it can be planned or "set up" to a certain degree. An easy three-point plan to infuse transfer of training into daily activities as proposed by Zoe A. N. Jenkins, Ph.D. is as follows:

1. **Imagine the Day:** At the beginning of each day...
    - talk about the day's scheduled activities before they happen.
    - help the students to identify times during the day when they might use specific skills from the curriculum.
2. **Reinforce the Behavior:** During the day provide...
    - help in identifying natural reinforcement when it occurs.
    - planned reinforcement in the form of praise.
3. **Remember the Day:** At the end of each day...
    - ask the students whether they used specific social skills during that day's activities.
    - provide reinforcement for use of those skills.

### Imagining the Day

*Imagining the day* means to help the students target times during the day when they might use a new skill. *Imagining the day* might sound like this:

> The students have just arrived. The teacher says, "Let's talk about all the things we are going to do today." Many activities are brought up, including reading group, activity time, math, art, cooperative learning, recess, etc. Then the teacher says, "Yesterday we had a lesson on 'giving and receiving compliments.' When would be a good time today to give a compliment? Would cooperative learning

groups be a good time to give compliments?" The students say "yes" because they will be working with other students. This questioning continues until the teacher has helped the students target several times during the day they could use their new skill.

It may take a few circle times before the students are able to respond readily to the questioning involved in *imagining the day*. At first, the teacher may be doing most of the imagining. When used on a regular basis, *imagining the day* becomes a familiar and creative activity for students.

**Reinforcing Behavior**

After helping the students to target times during the day when they might use a new skill, it is important to recognize and reinforce the new behavior when it occurs. *Reinforcing behavior* can be natural (recognizing the benefits of using the skill) or planned (giving praise).

**Natural reinforcement.** A student who receives a warm response after giving a compliment is receiving natural reinforcement for a prosocial behavior. This type of reinforcement can be more powerful than a teacher's praise or material reward. Sometimes children need help recognizing natural reinforcement as it occurs. Helping students to recognize natural reinforcement might sound like this:

> The teacher sees Jason give a compliment to another student with whom he is working. The teacher says, "Jason, what did you just do?" Jason responds that he told David he was doing a good job. The teacher identifies the target behavior by saying, "So you gave David *a compliment*?" "How do you think he feels right now?" queries the teacher. "All right!" laughs Jason.

As can be seen, the teacher in the above example never gave direct compliments or praise. Rather, the benefits of giving a compliment—appreciation and acceptance—serve as natural reinforcement for the behavior. When children recognize natural reinforcement, they become less dependent on adults for approval and rewards and they develop self-confidence.

Often children who consistently display poor social skills have received little reinforcement for positive behaviors and cannot even recognize such reinforcement when it does occur. Therefore, it is important to help students notice natural reinforcement as it occurs. Helping is different from pointing it out for them. If the teacher above had said, "Good, you gave a compliment!" the impact would have been greatly lessened. It is more powerful to involve the students in naming the skill and discovering the benefits themselves.

This is not to say that one should never praise or give rewards to children. Praise, especially, can be beneficial when not overused. Every child likes to feel valued and accepted by the adults in her/his life.

**Remembering the Day**

*Remembering the day* involves talking with the students about when they used the target skill during the day. *Remembering the day* for the "giving a compliment" example might sound like this.

> It is 15 minutes before school is over for the day, and the students have formed a circle. The teacher says, "This morning we talked about when we might give compliments. Raise your hand if you gave or received a compliment today." The students then tell their stories and answer queries from the teacher about the compliments, how they felt, if they would give compliments again, etc. During this session, the students who gave compliments receive reinforcement by getting the attention and admiration of their classmates. Finally, the teacher asks the students to try "giving a compliment" at home (e.g., regarding dinner) and telling the class about it later.

**Preparation**

This transfer of training model requires little preparation, although it is useful to plan activities during the day which invite use of the target skills. For instance, if the class just had a lesson on "dealing with frustration," then offering difficult puzzles is helpful.

It is also helpful to review the social skills presented in this curriculum and think of the natural benefits for performing each one. For example, the benefits for "keeping a promise" may include building trust and strengthening a friendship.

When used on a consistent basis, facilitating transfer of training becomes a natural part of a teacher's repertoire. By using the three-point model presented in this section, teachers can help cement the skills presented in the curriculum and increase their power times ten.

## Handling Disclosure and Reporting

*Second Step* encourages children to talk about their feelings. It also models standards of behavior, such as how to deal with angry feelings. As a result of exposure to the curriculum, children may disclose abuse (physical or sexual) or neglect. You should be prepared to deal with the situation, should this occur in your classroom.

The following are some suggestions for responding to disclosure:

- If a child discloses during a lesson, acknowledge the child's disclosure and continue the lesson.
- Afterwards, find a private place and talk individually with the child.
- Do not panic or express shock.
- Express your belief that the child is telling you the truth.
- Reassure the child that it is good to tell.
- Reassure the child that it is not her/his fault, that s/he is not bad.
- Determine the child's immediate need for safety.
- Let the child know that you will do your best to protect and support her/him.
- Let the child know what steps you will take.
- Report to the proper authorities.

If you are unsure whether a child's disclosure constitutes abuse or neglect, or if you feel uncertain about how to deal with the situation, refer to your school district's guidelines and seek advice from your principal and/or local child protective service. Guidelines for identifying abused and neglected children can be found in *Talking About Touching*, A Personal Safety Curriculum (Committee for Children, 1987).

If you have "reasonable cause to suspect" a child is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective service or the police. This will set in motion the process of investigation and of getting help for the child. Remember, your role is to report suspicions, **not** to investigate the situation.

Child abuse laws vary from state to state, and individual schools may have their own reporting rules. Some schools require that the head teacher or principal be informed; s/he will then make the official report. Other policies require that the principal be informed before the teacher makes the report. It is important to note that failure to report by higher administrators does **not** release teachers who suspect abuse from their legal obligations. Understanding your school policy and the child abuse and reporting laws in your state are the best assurances that you are acting appropriately in any given situation.

### Definition

Empathy can be defined as "understanding, being aware of, being sensitive to, and vicariously experiencing the feelings or thoughts of another person" (Webster's Dictionary, 1990). Individuals who are high in empathy skills frequently and appropriately respond to the needs and feelings of others.

Identification of another's feelings or thoughts is a cognitive process. Experiencing the feelings of another person is an affective process. A major developmental model (Feshbach, 1975) describes both the cognitive and affective components of empathy as the ability to:

- ***determine the emotional state of another person.*** In order to empathize with a feeling such as "sadness," the child must be able to identify emotional cues that differentiate "sadness" from other emotions.
- ***assume the perspective and role of another person.*** In order to empathize with another person, the child must be able to perceive the situation from the other person's point of view.
- ***respond emotionally to another person.*** In order to respond emotionally, the child must be able to experience the emotions of another.

Empathy is a key ingredient in developing prosocial behaviors and interpersonal problem-solving skills (Hoffman, 1982; Iannotti, 1985). Without the ability to perceive, predict and identify with another's feelings, children may learn a problem-solving strategy but choose solutions intended to benefit themselves. In the long range, such a problem-solving strategy is likely to be unsuccessful due to the failure to enlist the cooperation and support of others. Therefore, any program promoting prosocial skills should first address skills to acquire and enhance empathy.

### Developmental Levels

The ability to empathize is developed in a series of progressive social stages. Until recently, perspective taking was thought not to develop until around the age of seven (Piaget, 1948). In the last fifteen years this theory has been revised by research which indicates that empathy skills begin to take form much earlier, at ages three to four, pointing to young children's innate sociality (Lee, 1989).

As with all developmental processes, there is a wide variation among healthy children of the same chronological ages. In addition, various cultures differently emphasize the relative importance of self

versus others, leading to probable culture-wide differences in "normal" developmental states of empathy. Nevertheless, within limits, some generalizations can be made. The following developmental sequence is based on the models of Hoffman (1982) and Selman (1980) and refined by Shantz (1984):

- **0-1 year:** Distress cues from others may elicit infants' own distress responses—a fusion of their own feelings with an undifferentiated other (e.g., crying at the sound of another infant crying).
- **1-3 years:** Children become aware of others as physical entities distinct from themselves. They begin to respond empathically (e.g., giving their doll to someone in distress.) By ages two or three, they have a basic sense that others have inner states (thoughts, perceptions, feelings) independent of their own, but may confuse their own inner states with that of others (e.g., Sally likes to play in the sand box and assumes others feel the same).
- **3-5 years:** Children develop the ability to recognize others' overt expressions of basic emotions, understand causes of emotions in simple and salient situations and recognize that feelings may change. They begin to comprehend that when in the same situation as another, their perspectives may be either the same or different depending on the information they possess and their motives and goals. They can distinguish intentional from unintentional actions, but weight consequences over motives (e.g., getting mad at someone who accidentally bumped into them).
- **6-10 years:** Children more fully appreciate situations from different perspectives and can infer other's intentions, feelings and thoughts with a good deal of accuracy. They recognize that they may be the object of the other's perspective, allowing for reciprocity of thought. No person's perspective is perceived as absolutely right. Blame is more often attributed according to intent.
- **9-12 years:** Children begin to understand more complex emotions, such as shame, or simultaneous and contradictory emotions, such as sadness-relief. They become more self-reflective and gain the ability to view their own behavior and motivation from outside themselves. They may also gain the ability to empathize with an entire group or class of people (e.g., poor, oppressed, handicapped).

**Disruptions in Development.** This developmental schedule can be disrupted by a number of factors, most notably the lack of a nurturing, responsive primary caregiver. Extremely distressful or unhappy emotional experiences, such as those encountered in cases of abuse

and neglect, may lead children to develop defense mechanisms which lower their ability to empathize (Klimes-Dougan & Kistner, 1990; Straker & Jacobsen, 1981). Children who come from mildly dysfunctional homes, however, may possess a high ability to empathize because they have experienced a wide range of emotions which they can also recognize and identify with in others.

Sex-role socialization favors the development of empathy in girls more than in boys (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968; Eisenberg, et al., 1989). Generally, young females may be socialized not only to understand but to take responsibility for the feelings of others. Cultural training for boys, however, may teach them to close off awareness of their own felt experience and that of others. Male sex-role socialization, in concert with a lack of empathic caretaking and early experiences of personal victimization or forced exposure to the victimization of family members, strongly inhibits the development of empathic awareness and response.

As aggressive children approach middle childhood, their empathic ability is often impaired by a number of misconceived notions about others. The smallest slight may be perceived as an act of hostility; these children feel that just about everyone is out to get them. Social situations continue to be approached from an egocentric level with a new twist: "How can I get them before they get me?" or "What can I get out of this?" These children often perceive other children as being more aggressive than themselves, and they appear to have little ability to take another's perspective (Dodge & Frame, 1982; Perry, Perry & Rasmussen, 1986).

**Teaching Strategies**

While most research on empathy has concentrated on identifying the developmental levels and the specific components of the empathic response, some studies show that empathy is a learned behavior and suggest strategies for acquiring or enhancing it (Beland, 1988, 1989, 1991; Feshbach, 1984; Hoffman, 1982; Saltz & Johnson, 1974; Selman, 1980). Originally designed as intervention measures for aggressive children, these teaching strategies become preventive when they are applied to children before antisocial behavior becomes habitual.

These teaching strategies as presented in *Second Step* are as follows. Students learn to:

- ***identify feelings from a variety of physical (face, body) and situational cues.***

Teachers guide students in recognizing the basic components of facial expressions for six basic emotions using a standardized guide to facial expressions devised by Ekman and Friesen (1975) and modified for this curriculum.

- ***recognize that people may have different feelings about the same thing.***
  Students compare individual differences in emotional reactions ("Bobby likes the new kid on the block, Leroy feels he doesn't have anything in common with him"), one of the rudiments of perspective taking.

- ***recognize that feelings change and why this is so.***
  Students learn that feelings may wane with time or be changed as a result of circumstances or maturation ("I was sad about moving, but now I have new friends and I feel happy.").

- ***predict feelings.***
  Students practice predicting what others might do or say as a result of their actions ("If I lie, then he might find out and lose trust in me"), as well as identifying reasons for behavior ("Jenny feels hurt because I broke a promise.").

- ***understand that people may have different likes and dislikes (preferences).***
  Students learn to recognize that just because a friend does not want to spend time with them now, it does not mean the friend dislikes them.

- ***differentiate intentional from unintentional acts.***
  Students differentiate intentional from unintentional actions by examining motives.

- ***apply fairness rules in simple situations.***
  The concept of fairness is discussed and practiced in terms of common property and treatment at school.

- ***communicate feelings using "I" messages and actively listen to another person.***
  Students practice a simple form for expressing feelings and discuss and practice how their family and culture listen to others.

- ***express care and concern for others.***
  Alternative ways of expressing concern (helping, hugs, listening) are discussed and practiced by the students.

Role plays which require students to take the perspective of another person have been the most widely promoted technique used to increase empathy in research studies. Role plays are introduced in

this unit and emphasized in lessons requiring direct practice of the empathic response. Role plays which have a high transfer potential to real life situations have been selected.

**Language Concepts**

Vocabulary plays an important role in developing empathy and other skills required for solving problems (Spivack and Shure, 1974). Stress the vocabulary highlighted in the Language Concepts section of the lesson plan. While the vocabulary words may not be new, they may be used in unfamiliar ways. You will find that the lessons actually pivot upon these key words. Some of these language concepts are discussed below:

- The connectives ***same—different*** aid students in being aware of other people's feelings and ***preferences.*** ("Ian is afraid of water. Marly likes to swim. They have *different* feelings about the *same* thing.") Alternately, the *same* child may like to do *different* things at *different* times.
- The connectives ***now—later, before—after*** and ***some—all*** help students recognize the nonstatic nature of emotions. ("Kate doesn't want to talk with Gina *now*, but she might *later*." "*Before* Angela moved she felt sad; *after* she moved she was happy." "Richard likes to be alone *some* of the time, but not *all* of the time.") Circumstances, maturity and/or additional information can cause a change in feelings and preferences.
- Consequential thinking is encouraged with the use of ***if—then*** and ***why—because***. ("*If* I make fun of him, *then* he might get mad," or "He was hurt *because* I teased him.") The ability to ***predict*** others' feelings and actions and discern ***cause and effect*** is key to making appropriate decisions.
- Looking at others' ***perceptions*** or ***points of view*** provides practice in perspective taking.
- Differentiating between actions which someone ***meant to*** happen from actions which were ***accidents*** also encourages perspective taking. ("Steven didn't *mean to* hurt Gary's feelings—he was trying to make him laugh.")
- Discerning what is ***fair*** aids perspective taking. ("It isn't fair! If Jana uses all the paint, then the others won't get any.")
- ***"I" messages, active listening and expressing concern*** are important communication skills.

**Transfer of Training**

Use the three-step transfer of training model presented in the "Transfer of Training" section. When ***imagining the day***, help the students to identify time periods in which they might use their new skills:

"When might we have different points of view?" (current events, cooperative learning group)

"When might you *help* someone?" (clean up, cooperative learning group)

"When might you practice *active listening*?" (school assembly, oral book reports)

During the course of a day, many natural opportunities arise for ***reinforcing behavior.*** They are present when resolving conflicts, making decisions and interacting in other ways. The following are examples of what you might say to students to encourage use of the strategies:

"How do you think Lyle feels?.... How can you tell he feels mad?... Yes, he is frowning and his arms are crossed." *(identifying feelings)*

"You finished the project all by yourself! How do you feel now?" *(connecting cause and effect)*

"Jason was feeling sad. Then you included him. Now how do you think Jason is feeling?" *(changing feelings)*

"Dana, you like to have one special friend, but Theresa likes to have many friends. You feel differently about the same thing. How can you work this out?" *(similarities and differences, preferences)*

"If you leave out Rafael, how might he feel?" *(predicting feelings)*

"Danitra, why do you think Willy is smiling?" *(causal thinking)*

"Nicole might not want to share her feelings now. Maybe she will want to talk later." *(changing preferences)*

Ebony has been out sick for two weeks. What can we do to show we care? (expressing concern)

When ***remembering the day,*** ask the students to identify times they used the skills:

"Who felt *excited* today? Why did you feel *excited*?"

"Who used an *'I' message* today?"

"Who *expressed concern* today?"

Many of the concepts and strategies stressed in this curriculum are integral parts of academic subjects. Noting similarities and differences are basic to classification exercises in science and math. Predicting consequences and causal thinking are also necessary skills in science, math, language arts and social studies. When discussing the concept of time, the language concepts of *now-later* and *before-after* come into play. Using these language concepts in the cognitive realm helps to increase their use in the affective realm as well.

As you, the teacher, become familiar and comfortable with the concepts, goals and objectives of this curriculum, recognizing and seizing appropriate opportunities for integration and transfer of skills to real situations will become easy.

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## Unit II — Impulse Control

### Definition

Impulse control refers to stopping and thinking through a problem rather than doing the first thing that comes to mind. This unit combines two successful teaching strategies for reducing impulsive and aggressive behavior in children: *problem solving* and *behavioral skills training*. Problem solving applies a strategy to use in any interpersonal conflict. Behavioral skills training provides individual sets of skills formulated for specific target behaviors, such as "making conversation" or "dealing with peer pressure." Problem solving prescribes a cognitive process, while behavioral skills training supplies a list of specific overt behaviors.

Both strategies utilize similar techniques: modeling, role playing, performance feedback, reinforcement and transfer of training. In addition, problem solving naturally provides the context for learning target behaviors enumerated in behavioral skills training. For example, a lesson attempting to solve the problem of being left out by one's peers will provide opportunities to learn skill steps involved in joining in an activity or introducing oneself. The target social behaviors become the solutions.

### Developmental Levels

Normal children proceed through a developmental reasoning process which involves verbal mediation (Vygotsky, 1962). Verbal mediation refers to the ability to *think out loud* to guide one's behavior. The following developmental model incorporates the acquisition of verbal mediation and problem-solving (Luria, 1961; Selman, 1980):

- **2-3 years:** Children begin to label items and progress to describing their activities out loud to themselves. While playing with blocks, a three-year-old might say, "I am making a BIG tower. Now I am putting a hat on the tower. Oh, it fell down!" Problem solving usually consists of physical, non-communicative methods such as parallel play and taking what they want. Children also begin to abide by limits adults set for their behavior.
- **3-4 years:** Children at this age can usually follow complicated directions given by an adult and may begin to regulate their own behavior through verbal self-instructions. When responding to a parent's directions, a four-year-old might say, "Wash my hands; turn off the water. Turn off the light. (to parent) I washed my hands. I'm ready for lunch!" Problem solving begins to include one-way directives or requests ("Let me have a turn." "Can I play?"). Children also begin to acquire more defined social skills at this age as they learn what is appropriate behavior in different settings (school vs. home).

- **5-7 years:** During this stage, children begin to process information cognitively rather than react to events in a superficial or associative manner. After this shift, children are able to inhibit impulsive reactions through the inner thought processes of logic and reason. The problem-solving mode begins switching from overt (external, out loud) to covert (internal) speech. When presented with difficult or stressful tasks, the amount of overt speech may temporarily increase to help guide behavior (Frauenglass & Diaz, 1985).

- **8-11:** By age ten, mediation is almost entirely covert. In middle childhood interpersonal problem solving becomes reciprocal in nature, stressing the satisfaction of both individuals involved, with one remaining predominant. Strategies include persuasion ("Come on—it will be really fun."), bartering ("If you let me borrow the book, I'll share my lunch with you."), and taking turns ("It's your turn to go first.").

- **12 and older:** In adolescence problem solving becomes more collaborative, reflecting mutual needs and an interest in sustaining the individuals' relationship.

It is unclear why this developmental process is interrupted in some children. Since cognition is so closely tied to the development of language, delays in language development spell delays in reasoning abilities as well. As stated before, adult modeling or lack of modeling also will affect the development of problem-solving abilities.

**Problem Solving**

After the ability to empathize, a very important ingredient to achieving consistent prosocial behavior in children is the knowledge and use of a problem-solving strategy. Children can learn to apply a method for solving an interpersonal problem, such as "dealing with gossip," just as they use certain steps to solve a math problem.

The problem-solving strategy proposed in this curriculum was first introduced by Spivack and Shure (1974) and refined and enhanced by others (Beland, 1988, 1989, 1991; Camp & Bash, 1981; Kendall & Braswell, 1985; Meichenbaum, 1977). In essence, a problem-solving process originally designed for impersonal, intellectual tasks was adapted for use in interpersonal situations. This teaching strategy appears to be useful as a preventive measure for adjusted children, as well as a prescriptive measure for aggressive children (Spivack & Shure, 1982).

The problem-solving approach has five steps:

**Step 1:** **What is the problem?**
(Identifying the problem using facial, body and situational clues)

**Step 2:** **What are some solutions?**
(Brainstorming ideas)

**Step 3:** **For each solution ask:**
**Is it safe?**
**How might people feel?**
**Is it fair?**
**Will it work?**
(Evaluating solutions by predicting consequences)

**Step 4:** **Choose a solution and use it.**
(Performing the solution using skill steps)

**Step 5:** **Is it working? If not, what can I do now?**
(Evaluating whether the idea is working and changing to an alternative idea if necessary)

To facilitate the use of this strategy, the lessons present a series of hypothetical situations for which students must problem-solve. The steps are presented separately in lessons 3 through 5 and applied as a complete strategy in the remaining lessons of this unit. Lessons 3 through 5 should be presented back-to-back in a four-day stretch as they are based on the same story. The problem-solving poster introduced in these lessons should remain on a classroom wall for the duration of the year. Students should also receive their own copy of the steps (see Appendix).

**The first step—answering "What is the problem?"**—is difficult for children. They will often phrase the problem from the point of view of only one of the story characters. ("Theresa won't let Rick play with the ball.") Ask what each child in the photograph might think the problem is and incorporate their answers into a neutral problem statement ("Theresa and Dennis want to play with the same ball, but Theresa got to it first."). Encourage the students to look and ask for information when defining a problem. In other words, what do they need to know in order to figure out the problem?

**The *second step*—answering "What are some solutions?"**—is one of the most critical skills to attain. Research shows that the ability to generate varied solutions to a problem is a deciding factor in whether children experience success in solving interpersonal problems. The quantity of solutions is as important as the type or quality of

solutions generated (Fischler & Kendall, 1988; Kendall & Fischler, 1984).

Brainstorming requires coming up with many ideas in a short amount of time (1-2 minutes). In order not to inhibit student responses, refrain from evaluating or placing value judgments on suggested solutions. **"That's one idea. What is another idea?"** encourages more participation than "That's a good idea! Does anyone else have one?" The latter response discourages participation in the brainstorming session by students who fear their suggestion may not be as "good" as other suggestions. In fact, it is important for the students to generate "poor" as well as "good" solutions in order to evaluate consequences of impulsive and aggressive behavior.

Sometimes students get stuck on a certain category of ideas, such as offering toys, food, books, etc., to solve a particular problem. To help them generate **alternative solutions**, say "Giving toys and giving books are alike. They both involve giving something. Can anyone think of a *different* idea—one that doesn't involve giving something?"

**The third step—(predicting consequences)**—requires the students to answer four evaluation questions for each solution **("Is it safe?" "How might people feel?" "Is it fair?" "Will it work?").** They often want to rush past this step; direct them to slow down and think about each solution. If the students generated many solutions, select three to evaluate, being sure to include a less appropriate solution.

**The fourth step—"Choose a solution and use it"**—requires the students to make a choice based on information generated in the third step. They do not have to agree as a group; leave room for individual style and preferences. There are no absolute answers for solutions. Rather, the students should be developing a smorgasbord of prosocial solutions from which they might choose. The fourth step also provides a platform for using behavioral skill steps to perform the chosen solution; this is more fully explained on the following page.

**The final step—answering, "Is it working?"**—asks students to evaluate the actual effectiveness of the solution in that situation. The students may at first feel a sense of failure if the idea they chose does not work. Encourage them not to look at it as a win-lose situation. Most successful people, including athletes, do not succeed on their first try. When a solution doesn't work, it is important to be flexible and pursue another avenue (**"If not, what can I do now?"**). This ability to change directions when necessary is another attribute of the successful problem solver.

## Behavioral Skills Training

Behavioral skills training, introduced by Goldstein (1981) and others, combines well with the problem-solving strategy. The lessons provide problem situations which call for specific target behaviors as possible solutions. For example, in one lesson two students have lost a school ball. Students are asked to generate solutions to the problem. A likely and appropriate solution is to "take responsibility for their actions," a target behavior which can be broken down into skill steps: 1) decide on a time; 2) say what happened; 3) make an apology; 4) offer to make things better.

**Generating Skill Steps.** It is important to guide students in coming up with their own skill steps because it encourages greater ownership of the target behavior. You may need to supply guiding questions. For example, if a student offers "Say I'm sorry" as a step for the above example, write it down and ask "When would you say it?" After the reply, say "So you would need to first decide on a time?" Then write "decide on a time" as the first step. Continue guiding the formation of skill steps in this way. Skill steps should number no more than three or four for easy recall.

After generating skill steps assign pairs of students role play from the list on the lesson card. Provide a 5-10 minute practice session during which you circulate to provide guidance.

After the practice session have a few pairs role play in front of the class. You should coach or prompt the students when they perform the role plays. Afterwards, provide performance feedback and reinforcement along with the rest of the class. Use the skill steps written on the poster as a guideline for giving feedback.

The **target behaviors** taught in this unit are as follows:

- **dealing with wanting something that isn't yours**
- **keeping a promise**
- **giving and receiving compliments**
- **making conversation**
- **dealing with fear**
- **taking responsibility for your actions**
- **resisting the temptation to steal**
- **resisting the impulse to lie**
- **dealing with peer pressure**

- **dealing with gossip**
- **resisting the temptation to cheat**
- **setting goals**

**Thinking Out Loud**

To help correct developmental lags in impulse control, the *think out loud* approach is applied to the problem-solving strategy and behavioral skills training. Students talk through the problem-solving steps out loud as well as say the behavioral steps as they do them. Studies with normal and impulsive children have found that verbal self-instruction and labeling increases and maintains recall, cognitive performance, discrimination learning and ability to control motor behavior (Camp & Bash, 1981; Kendall, 1977).

Lessons which focus on thinking out loud in regard to problem solving guide students to **ask and answer** each problem solving question. Thinking out loud might sound like this: "Let's see, *what is the problem?* I want to play with the ball, but Theresa got it first. *What are some solutions?* I could take the ball away from her; I could ask her for it; I could offer to trade for it; I could get help from a grown-up; we could share it. *Is taking the ball away safe?* No, I might get in a fight." (evaluates solutions for possible consequences). In this case there are several acceptable solutions, so the child decides, "I think I'll ask to share the ball. We'll see if it works." After repeated practice, students are encouraged to go through the steps silently in their minds or by whispering to themselves (Camp & Bash, 1981).

Thinking out loud can also be applied when performing behavioral skills, such as resisting the temptation to steal ("Don't do it. Be honest."). Using thinking out loud to guide behavior will help the students to remember and apply the steps in real situations.

When **introducing thinking out loud** choose one or two highly verbal students to model the strategy with you, using the same role play scenario. Start by having one of the students ask the questions with you providing the answers. Emphasize that thinking out loud requires you to **ask and answer** the problem-solving questions. Make sure the problem-solving poster is in full view. Remember to make thinking gestures (hand on chin, occasionally looking up in thought). Then switch, with you doing the asking and the student the answering. Give the student time to think and form her/his answer. You may need to coach ("What else could you do?") or prompt by starting a sentence for her/him ("The problem is..."). This process may be slow at first, but the pace will pick up with practice.

After performing the model role play, have the students work in pairs, with one student asking the questions and the other student answering in complete sentences. This will take the stress off of performing verbal mediation in front of the class. You may want the pairs to continue using the same model role play scenario. Ask the pairs to switch roles and repeat the exercise. Circulate among the students to provide guidance. When students use thinking out loud in role plays, it is helpful to use a "thinking bubble." A thinking bubble can be cut from poster board in the shape of a cloud. With a felt pen, write "Hmm . . ." on the cloud and glue the cloud to a stick. The thinking bubble can be held over the head of the student who is thinking out loud to make the cognitive appear concrete.

**Language Concepts**

Many of the language concepts introduced in Unit I are reinforced in this unit. Connectives such as *if—then, why—because* and *same—different* are integral to the problem-solving strategy. In addition, some key words and phrases are introduced in this unit:

- Students learn what a ***problem*** is and what it means to be ***impulsive.***
- Students learn to ***brainstorm solutions*** for solving a problem.
- Students practice ***predicting consequences*** for solutions.
- Language concepts for teaching the target skills in this unit include: ***short-term gain, long-term loss, compliment, trust, responsibility, conversation, apologize, peer pressure, gossip, condone, temptation, cheating, lying, goal.***

**Transfer of Training**

Research suggests that academic skills will be strengthened when the concepts and skills involved in problem solving are reinforced in the social realm (Shure & Spivack, 1983). It is interesting to note, however, that the concepts and skills are not naturally generalized from academic to social situations as they are from social to academic situations (Douglas, et al., 1976; Meichenbaum, 1977). The skills must be learned and practiced in the social context.

Of critical importance to student acquisition of thinking out loud is teacher use of the strategy. **Repeated modeling of the strategy** to solve real life problems is key. Start out by practicing the strategy at home in order to become comfortable with it. The author acquired the strategy and taught it to her three-and-a-half year old daughter by verbalizing problem solving concerning the new baby in the family. It sounded like this: "Oh, dear. There's a problem—Marc's crying. Let

me see; what can I do? Perhaps he needs his diaper changed. Maybe he's hungry and I should feed him. Or maybe he's too hot and needs his clothes changed. I just fed him an hour ago and I know he's not too hot because I pulled the shade down next to the crib. I think his diaper is probably wet. I think I'll try changing his diaper and see if it works." At this point, the author went upstairs with her daughter and talked through the steps for changing a diaper as the baby was being changed. Acknowledging that the solution worked was the last step: "Oh look, it worked. Marc stopped crying and he's smiling!" Within two weeks of repeated modeling of thinking out loud, the three-year old was spontaneously offering multiple solutions to the sound of her brother's cries as well as other familiar problems.

In the classroom, many opportunities to model thinking out loud arise during the day: making scheduling decisions, solving problems involving classroom procedures (how to organize clean-ups) or deciding how everyone who wants a turn to talk during *Second Step* discussions gets the chance to do so. After a few monologues, the students will want to "chime in" with your thinking out loud. Encourage this, but be clear with what problems you need to retain the decision making power. Students enjoy playing the role of advisor as well as the role of decision maker.

After witnessing modeling of the strategy, **students should be coached in thinking through their own problems out loud.** To best do this, the steps need to be visible for easy referencing. This is the reason for keeping the problem solving poster posted in the classroom, as well as on the playground, in the halls and cafeteria, etc. (In one school, first grade students made bracelets of the problem-solving steps and used them successfully with other children on the playground.)

Coaching children to use the steps in interpersonal conflicts is often called ***dialoguing.*** Dialoguing might sound like this:

Teacher: Brian, what's happening?
Brian: They won't give me a turn! (at the tetherball)
Teacher: So, you want to play tetherball and so do they (rephrasing problem). What could you do to get a turn?
Brian: You can make them let me play.
Teacher: Having me talk to them is one idea. What else could *you* do?
Brian: Ask them?
Teacher: Let's think about these two choices. What might happen if I tell them to let you play?
Brian: They might get mad at me for telling on them.
Teacher: What might happen if you ask them?

Brian: They might say "yes"... but they might say "no."
Teacher: Give it a try and see if it works.

Once again, use the three-step transfer of training model presented in the "Transfer of Training" section to cement behavioral skills. Guide the students to ***imagine the day*** by having them identify times when they might use the skills presented in *Second Step*. Behavioral skills such as "giving and receiving compliments" and "making conversation" are easy to associate with upcoming activities.

Coach students in performing behavioral skills. Encourage them to rehearse a solution verbally before they actually use it in a real situation. "What words could you use?" or "Pretend I'm _____ and say it to me" are common coaching lines. In the above example, the student could practice asking for a turn with the teacher first, and then try it with the children involved.

Helping students to ***identify natural reinforcement*** when it occurs might sound like this:

Teacher: Brian, what just happened?
Brian: They gave me a turn on the tetherball.
Teacher: Yes, they gave you a turn *because* you asked them nicely. How do you feel about that?
Brian: Good—it worked!

It is important to ***remember the day*** by helping the students to identify times when they used the skills:

"Who shared something with another person today?"

"Who practiced keeping a promise today?"

By structuring transfer of training into the day, you can help ensure that students use problem solving and behavioral skills in real situations.

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## Unit III — Anger Management

### Definition

Anger management is a compilation of stress reduction techniques for channeling one's angry feelings into socially acceptable directions. It is not an attempt to sweep the emotion under the carpet, but rather to address the source of the anger in a constructive way.

It is important to note that not all acts of aggression are precipitated by anger, nor does anger always lead to aggressive behavior. Anger is a much maligned emotion, which has its *positive* side. How would constructive social or personal changes come about if the citizenry or individual were not angry or dissatisfied with certain public policies (slavery) or private acts (abuse)? However, anger is frequently a component of aggressive behavior and acts of violence. Anger, the emotion, is not the problem; what one does with anger can be.

### Developmental Levels

Since distress is unavoidable for humans, it is important to learn how to modulate, tolerate and endure negative experiences. The ability to deal with stress is a critical component of children's developmental growth. In fact, emotional regulation begins from practically the moment of birth and changes in significant ways through middle childhood. A developmental model describes the learning process as follows (Band & Weisz, 1988; Kopp, 1989):

- **0-3 months:** Young infants turn their heads away from unpleasant stimuli and use non-nutritive sucking to pacify themselves when distressed.
- **3-9 months:** Older infants are capable of remembering what has pacified them in the past and can calm down in anticipation of these experiences being repeated (e.g., ceasing to cry when hearing mother's footsteps or her soothing voice).
- **12 months-4 years:** Planned stress control or **primary coping** begins to emerge slowly around the first year of life and gains in sophistication during the preschool years. Primary coping involves the recognition of a stressful situation followed by a sequence of actions designed to change or modify the situation. If a three-year-old is bothered by an aggressive child, s/he might move to another part of the room and choose a solitary activity which is difficult for others to join in. When confronted with getting a shot at the doctor's, a child may cry in hopes of avoiding it. Tantrums tend to peak at age four. Early in this stage, children may also consistently use a specific object, such as a blanket or stuffed animal, to reduce stressful feelings.

- **4-7 years:** During this period, **secondary coping**, the ability to adjust to circumstances as they are, emerges, although primary coping remains the preferred strategy. Secondary coping involves changing one's internal state, while primary coping involves changing one's external state. Whether young children use one coping strategy or the other largely depends on their sense of control in a situation. For example, secondary coping increases when confronted with medical procedures, such as getting a shot, or dealing with authority figures, such as a teacher; both are situations in which young children feel they have little control.

- **8-12 years:** Choice of coping strategies continues to vary across situations. Dealing with negative situations in school begins to reflect more primary coping strategies (e.g., trying harder, studying more, getting a tutor). Secondary coping, however, makes incremental gains as the general strategy of choice, and by age twelve it is the preferred strategy.

Anger management represents a secondary coping strategy. Children attempt to modify their internal state before they problem solve, the latter being essentially a primary coping strategy. This developmental model suggests that fourth and fifth grade students are capable of applying anger management techniques to stressful situations.

**Teaching Strategies**

This unit presents a secondary coping model specifically designed for elementary school students for dealing with stressful emotions. The affective components of physical relaxation are combined with the cognitive strategies of self-instruction and problem solving.

This approach was originated by Novaco (1975) for use with angry adolescents and refined by others, (Feindler, Marriott & Iwata, 1984). Since its inception as a therapeutic tool, it has worked well not only with aggressive delinquents but with juvenile sex offenders as well.

Anger management uses *thinking out loud* to guide one's behavior in much the same way that it aids problem solving. Novaco noted that "anger is fomented, maintained, and influenced by the self-statements that are made in provocation situations" (Novaco, 1975), and that angry feelings are often accompanied by "a combination of physical arousal and cognitive labeling of that arousal as anger" (Novaco, 1979). For example, someone may confront a problem, become physically aroused (hot, tense, accelerated heart beat) and then label her/his feelings—"That makes me so mad!"—which serves to further arouse her/him.

Anger management seeks to break or reverse this cycle of anger escalation by substituting positive coping statements and psychological techniques to reduce the physical arousal pattern. This strategy, as refined for this curriculum, is as follows:

**What to Do When You Are Angry**

1. **How does my body feel?**
   (Students recognize sensations that tell them they are angry.)

2. **Calm down:**
   - **Take three deep breaths.**
   - **Count backwards slowly.**
   - **Think nice thoughts.**
   - **Talk to myself ("Calm down")**

   (Students apply anger reduction techniques.)

3. **Think out loud to solve the problem**
   (Students apply the problem-solving strategy.)

4. **Think about it later:**
   - **Why was I angry?**
   - **What did I do?**
   - **What worked?**
   - **What didn't work?**
   - **What would I do differently?**
   - **Did I do a good job?**

   (Students reflect on the incident and evaluate their performance.)

The above steps are introduced in lessons 2-5. Hang the poster in a visible spot in the classroom and give each student a copy of the steps. Refer to the steps when students are having difficulty with angry feelings.

Anger management is naturally paired with the problem-solving approach; after reducing anger, one needs to deal effectively with the situation that provoked the anger in the first place. Anger management can be seen as a prelude to making peace with others.

As with problem solving in Unit II, this strategy also lends itself to the teaching of individual target behaviors. Specific target behaviors taught in this unit are as follows:

- **dealing with putdowns**
- **dealing with criticism**
- **dealing with being left out**

- **dealing with frustration**
- **dealing with an accusation**
- **accepting consequences**
- **keeping out of a fight**
- **making and responding to a complaint**

**Language Concepts**

Unit III does not introduce many new language concepts, but continues to build on those introduced in the previous two units. The most important term for the students to understand is *calm down.* Calming down can mean the use of any one or more of the techniques listed above.

**Transfer of Training**

Continue to use the three-step transfer of training model presented in the "Transfer of Training" section. When ***imagining the day***, help the students to identify times during the day they might need to calm down (after recess, waiting in line).

There are plenty of opportunities for students to use anger management skills during the course of the day. Some students may have difficulty initiating use of the steps on their own, so you will need to guide them. A teacher-student dialogue might sound as follows:

Teacher: *(upon seeing a very angry child)* Mara, take a deep breath. Good. Take two more deep breaths.
Mara: *(quieter, but in tears)* He called me a liar!
Teacher: I can see that you're upset. Say, "calm down" with me.
Mara and
Teacher: Calm down.
Teacher: Say it again very slowly.
Mara: Calm down.
Teacher: Good. Now let's talk about the problem....

You may want to designate a *time-out corner* where students can go to cool off and utilize the techniques. Be sure to follow a period in the time-out corner with a problem-solving session that addresses the student's concerns.

***Reinforce behavior*** by aiding students in identifying the benefits of responding calmly in provocative situations. When ***remembering the day,*** ask them to identify times they used the skills to calm down or times they used the behavioral skills presented in this unit.

## References


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## Scope and Sequence

## At-a-Glance

| Unit | Fourth Grade | Fifth Grade |
|---|---|---|
| **Unit I: Empathy Training** | Lessons: 1-2<br>Video: Part 1<br>Lessons: 3–9 | Lesson: 10<br>Video: Part 1<br>Lessons: 11–16 |
| **Unit II: Impulse Control** | Lessons: 1-5<br>Video: Part 2<br>Lessons: 6–10 | Lesson: 11<br>Video: Part 2<br>Lessons: 12–16 |
| **Unit III: Anger Management** | Lessons: 1-5<br>Video: Part 3<br>Lessons: 6–8 | Lesson: 9<br>Video: Part 3<br>Lessons: 10–14 |

**Implementation notes:** If you are a fifth grade teacher and your students have not received *Second Step* in previous years or are in need of further review, you also may want to teach the following lessons designated for the fourth grade: Unit I, Lessons 2, 5, 6, 8, 9; Unit II, Lesons 2-5; Unit III, Lessons 1-5. If your school is starting to implement *Second Step* on a school-wide basis this year, stagger the implementation starting times. Have the fifth grade teachers teach the fourth grade lessons and then pass them to fourth grade teachers.

# Scope and Sequence

## Unit Goals and Concepts

*Grade 4*

### Unit I: Empathy Training

**Lesson 1: "Introduction to Empathy Training"**

- The goal of this unit is to increase student's ability to identify others' feelings, take others' perspectives, and respond empathically to others.
- Understanding others, solving problems, and controlling anger are skills which can be taught.
- Rules are important for group discussions.

**Lesson 2: "Identifying Feelings"**

- Empathy requires the identification of others' feelings through verbal, physical, and situational clues.

***Show Part One of *Second Step* video.**

**Lesson 3: "Feelings Change"**

- People may feel differently about the same situation at different times.

**Lesson 4: "Conflicting Feelings"**

- People may have conflicting feelings about a situation.

**Lesson 5: "Similarities and Differences"**

- Recognizing similarities and differences in others' feelings is a requisite for taking the perspective of others.

**Lesson 6: "Preferences"**

- People vary in their preferences, and their preferences may change over time.

**Lesson 7: "Perceptions"**

- People vary in the way they perceive other people, places or situations.
- Perceptions are based on an individual's experiences, needs, values, and feelings.

**Lesson 8: "Predicting Feelings"**

- A requisite for social perspective taking is the ability to predict others' feelings.

**Lesson 9: "Communicating Feelings"**

- "I" messages are effective statements for communicating feelings.

## Unit II: Impulse Control

**Lesson 1: "Introduction to Interpersonal Problem Solving"**

- The goal of this unit is to decrease impulsive and aggressive behavior in children by having them learn and practice a problem-solving strategy combined with behavioral skills training.
- Problems are difficult or troublesome situations which may be resolved by applying a strategy.
- Social skills are ways for behaving with other people.

**Lesson 2: "Recognizing Impulses"**

- Sudden reactions or impulses often are not the best solutions to a problematic situation.

**Lesson 3: "Identifying a Problem"**

- Identifying the problem involves looking clues and asking for information.

**Lesson 4: "Choosing a Solution"**

- Brainstorming requires coming up with alternative ideas for solving a problem.
- Evaluating solutions for possible consequences helps in choosing a solution.

**Lesson 5: "Step-by-Step"**

- Breaking down a solution into skill steps is necessary to applying the solution.
- Evaluating whether a solution is working and changing to an alternative solution if necessary is critical to successful problem solving.

***Show Part Two of *Second Step* video.**

**Lesson 6: "Keeping a Promise"**

- Keeping a promise is an important friendship skill.
- Promises should not break safety rules.

**Lesson 7: "Giving and Receiving Compliments"**

- Compliments are words of praise or admiration; they can either increase someone's self-esteem or be misunderstood.

**Lesson 8: "Making Conversation"**

- Making conversation involves asking questions of interest to the other person.

**Lesson 9: "Dealing With Fear"**

- Fear can be controlled by talking to someone about it and doing relaxing activities.

**Lesson 10: "Taking Responsibility for Your Actions"**

- Acknowledging mistakes along with apologizing and offering to make amends are important skills for getting along with others.

## Unit III: Anger Management

**Lesson 1: "Introduction to Anger Management"**

- The goal of this unit is to decrease feelings of anger and encourage problem solving in children through the recognition of anger signs and triggers and the use of anger-reduction techniques.
- Physical signs alert us to our angry feelings.
- Angry feelings are okay, but angry behavior can be destructive.

***Show Part Three of *Second Step* video.**

**Lesson 2: "Anger Triggers"**

- External events and internal thoughts may trigger angry feelings.

**Lesson 3: "Calming Down"**

- Relaxation techniques can reduce feelings of anger.

**Lesson 4: "Self-Talk"**

- Positive self-statements can increase success in pressure situations.

**Lesson 5: "Reflection"**

- Reflecting on performance in a pressure situation can increase one's success in the future.

**Lesson 6: "Dealing With Putdowns"**

- Effectively dealing with putdowns involves ignoring the remarks, telling the person how you feel, and/or getting help.

**Lesson 7: "Dealing With Criticism"**

- Criticism can be constructive or destructive.
- Effectively dealing with criticism involves taking responsibility for your actions.

**Lesson 8: "Dealing With Being Left Out"**

- Effectively dealing with being left out requires an assertive response.

*Grade 5*

## Unit I: Empathy Training

- **Lesson 10: "Skill Review"**

- Empathy requires the identification of others' feelings through verbal, physical, and situational clues.
- People may feel differently about the same situation at different times.
- People may have conflicting feelings about a situation.
- Recognizing similarities and differences in others' feelings is a requisite for taking the perspective of others.
- "I" messages are effective statements for communicating feelings.

***Show Part One of *Second Step* video.**

**Lesson 11: "Cause and Effect"**

- Empathy requires understanding the effect people have on one another.

**Lesson 12: "Intentions"**

- Discrimination of accidental from intentional actions is a requisite for developing empathy.

**Lesson 13: "Fairness"**

- In an equal situation, where two people have equal rights to an object, the fair solution is for both to receive benefit from the object.

**Lesson 14: "Active Listening"**

- Active listening involves maintaining eye contact and rephrasing what has been said. (This behavior may vary with the culture.)
- Active listening helps to heighten sensitivity to others.

**Lesson 15: "Expressing Concern"**

- Expressing concern is an empathic behavior.

**Lesson 16: "Accepting Differences"**

- Prejudice occurs when an unfavorable opinion is formed without knowledge of that person.
- All cultures have similarities as well as differences.

## Unit II: Impulse Control

**Lesson 11: "Skill Review"**

- Sudden reactions or impulses often are not the best solutions to a problematic situation.
- Identifying the problem involves looking clues and asking for information.
- Brainstorming requires coming up with alternative ideas to solve a problem.
- Evaluating solutions for possible consequences helps in choosing a solution.
- Breaking down a solution into skill steps is necessary to applying the solution.
- Evaluating whether a solution is working and changing to an alternative solution if necessary is critical to successful problem solving.

***Show Part Two of *Second Step* video.**

**Lesson 12: "Resisting the Impulse to Lie"**

- Telling the truth is important in taking responsibility for one's behavior.

**Lesson 13: "Dealing With Peer Pressure"**

- Giving and accepting an assertive refusal is an important personal safety skill.

**Lesson 14: "Dealing With Gossip"**

- Gossip is personally and socially destructive.

**Lesson 15: "Resisting the Temptation to Cheat"**

- Cheating and other dishonest behavior erodes trust in social relationships.

**Lesson 16: "Setting Goals"**

- Setting a goal involves deciding what you want to achieve and designing steps to reach the goal.

## Unit III: Anger Management

**Lesson 9: "Skill Review"**

- Physical signs alert us to our angry feelings.
- Angry feelings are okay, but angry behavior can be destructive.
- External events and internal thoughts may trigger angry feelings.
- Relaxation techniques can reduce feelings of anger.
- Positive self-statements can increase success in pressure situations.
- Reflecting on performance in a pressure situation can increase one's success in the future.

***Show Part Three of *Second Step* video.**

**Lesson 10: "Dealing With Frustration"**

- Effectively dealing with frustration involves use of anger management techniques.

**Lesson 11: "Dealing With an Accusation"**

- Effectively dealing with an accusation involves thinking about what the person said and responding nonviolently.

**Lesson 12: "Accepting Consequences"**

- Accepting safe consequences is an ingredient of responsible behavior.

**Lesson 13: "Keeping Out of a Fight"**

- Physical fighting does not solve problems.
- There are peaceful alternatives to violence.

**Lesson 14: "Making and Responding to a Complaint"**

- Making a complaint requires assertive behavior.
- Effectively responding to a complaint involves thinking about what the person said and making a nonviolent response.

## Take-Home Letters

It is important for students to use the skills they learn through *Second Step* in their natural environment. To encourage skill practice at home, Take-Home Letters have been supplied. The Take-Home Letters include information on what the students have been learning recently, as well as tips on how parents and guardians can help their children learn and use their new skills.

Two Homework master copies are provided for use with designated lessons in Units II and III. One master is designed for parents and guardians; the other master is a student self-report. For each lesson which asks the class to generate steps to a social skill, either fill in the steps yourself or have the students copy them off the poster onto both homework sheets. The students should take the sheets home, share them with their families, practice the steps, answer the questions and return them to class for discussion.

In addition, it is suggested that you explain the *Second Step* program during a parents' night or parent conferences. Let parents know that you will be sending home regular pieces of information and would like them to participate as much as they can.

**Take-Home Letter**

**Introduction to *Second Step***

date _____

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

We are starting a program in your child's class called ***Second Step.*** The goal of this program is to build your child's problem-solving and social skills.

Children who learn and use the skills presented in this program are more likely to get along with other people and do better in school. The *Second Step* lessons are divided into three areas:

1. **Empathy Training**
   Children learn to:
   - identify feelings (happy, sad, mad, scared...).
   - predict how other people feel (by reading faces, body language, etc.)
   - show others they care.

2. **Impulse Control**
   Children learn to:
   - solve problems.
   - practice social skills (making conversation, dealing with peer pressure, setting goals...).

3. **Anger Management**
   Children learn to:
   - calm down.
   - redirect their feelings in more positive ways.

You will be getting several more Take-Home Letters. These will let you know what your child is learning. Please take some time to try the suggested activities. Talking about the program with your child will help her/him to use the new skills at home.

Also, I'd be happy to hear from you! During the next few months let me know what you think of the *Second Step* program.

Sincerely,

**Take-Home Letter**

***Second Step*, Unit I**

date _____

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Empathy Training"** unit of the ***Second Step*** program, your child will be learning to:

- identify others' feelings.
- predict how others might feel.
- show others they care.

These skills are necessary to becoming successful problem solvers. When children have not mastered these skills, they may find it difficult to make friends and their schoolwork may suffer. These children may fail to develop positive self-images, which further slows their progress.

These skills can be practiced at home, as well as at school. Build empathy by helping your child to:

- identify their and others' feelings by looking for clues in the face, voice, body and situation. ("You're clenching your teeth and fists; are you angry? Why?")
- recognize that people may react differently to different situations. ("You like this TV program, but it scares your brother. What could we do about it?")
- recognize cause and effect. ("Why is your friend crying?")
- predict feelings. ("How do you think your friend feels when she asks you a question and you don't answer her?")
- recognize the difference between accidental actions and those done on purpose. ("Do you think he meant to knock over your bike?")
- communicate feelings. ("I feel happy when you do your chores.")
- listen to others. ("I can tell you are listening because you are looking at me.")
- accept differences in others. ("It is okay for your friend to be different from you. You two are alike in some ways, too. How?")

By listening to and talking about feelings, you will be helping your child to feel valued and to be more understanding of others. I hope that you have time to work on these skills at home. Thank you for your time and interest.

Sincerely,

**Take-Home Letter**

date _____

***Second Step*, Unit II**

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Impulse Control"** unit of the ***Second Step*** program your child will be learning how to solve problems by using five steps which s/he *asks and answers*:

1. What is the problem?
2. What are some solutions?
3. For each solution ask:
   Is it safe?
   How might people feel?
   Is it fair?
   Will it work?
4. Choose a solution and use it.
5. Is it working? If not, what can I do now?

You can **practice** these steps with your child by doing the following:

- instead of solving your child's problem for her or him ask, "What could you do?" followed by, "That's one idea; what else could you do?"
- When your child comes up with solutions, hold back from judging each idea. After s/he has thought of several solutions, ask your child to evaluate each one.
- If one solution doesn't work, encourage your child to try another one.
- Practice solutions with your child. For instance, if s/he is trying to deal with getting a low test score by talking to the teacher, have her/him practice what to say before talking to the teacher.

In class students will be practicing social skills to use as solutions to problems. You may hear about these "role plays" from your child. I will be sending home the steps we use for some of the social skills on **Homework** sheets so that students can practice at home. Please fill them out, share them with your child, and return them any time within the week they are assigned.

If you use different steps for a social skill, please discuss this with your child and, if you like, let me know. The program does not present hard and fast rules on social skills; it does present guidelines for acting safely, fairly and with a concern for others. Thank you for your support.

Sincerely,

**Take-Home Letter** date _____

***Second Step*, Unit III**

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Anger Management"** unit of the ***Second Step*** program, your child will be learning what to do about angry feelings. Your child will be taught the following steps to say to her/himself:

1. How does my body feel?
   (Students recognize clues that tell them they are angry.)
2. Calm down:
   - Take three deep breaths.
   - Count backwards slowly.
   - Think nice thoughts.
   - Talk to myself.
3. Think out loud to solve the problem.
4. Think about it later:
   - Why was I angry?
   - What did I do?
   - What worked and didn't work?
   - What would I do differently?
   - Did I do a good job?

The students are taught that it's okay to feel angry. Feeling angry is not "bad", but how one acts when angry is important. Angry behavior (pushing, hitting, etc.) is not all right.

**You can help** your child to deal with anger by doing the following:

- Help your child to recognize when s/he is angry.
  Ask, "How do you feel about that?" or "That must have been hard on you."
- Take three deep breaths, count slowly and say "calm down" with your child when s/he is angry.
- Give your full attention when listening to your child's feelings. Some feelings are hard to accept, but a child can often work out these feelings by talking about them.
- Let your child see you use the skills in real life situations.

I will continue to send **Homework** sheets so that students can practice at home. Please fill them out, share them with your child, and return them any time within the week they are assigned. Thanks again for your support!

Sincerely,

**Homework**

***Second Step*, Student Self-Report**

Name _____ date _____

Copy the social skill and the skill steps from today's lesson on the lines below.

Social Skill: _____
(Teacher or student fills in)

Skill Steps: (Teacher or student fills in the steps from the lesson)

_____

_____

_____

_____

Answer the following:

When did you use the skill? _____

What happened? _____

_____

_____

How did you do? (Circle one)

Great! Okay Could have done better

What might you do differently next time? _____

_____

_____

Turn this in to your teacher.

**Homework**

***Second Step*, Parent Report**

Child's Name _____ date _____

Dear Parent(s), Guardian(s),

This week your child has been learning and practicing the social skill listed below. Please practice this skill with your child at home. When you see your child use the skill in the next two days, fill out the report, share it with your child, and have her/him return it to class.

Social Skill: _____
(Teacher or student fills in)

Skill Steps: (Teacher or student fills in the steps from the lesson)

_____

_____

_____

_____

Notes from the teacher:

If the skill steps are different from the ones your family uses, talk to your child about the differences. See these ideas as not necessarily replacing ones you are using. Thanks again for your support!

Sincerely,

## Children's Books

### *Second Step* Grades 4-5

Ada, Alma Flor; illustrated by Neil Waldman. Translated from the Spanish by Bernice Randall. **The Gold Coin**. New York: Atheneum, 1991. Determined to steal an old woman's gold coin, a thief follows her all around the countryside and finds himself involved in a series of unexpected activities. (empathy, feelings change, conflicting feelings)

Adler, David A.; illustrated by Jean Jenkins. **Jeffrey's Ghost and the Fifth-Grade Dragon**. New York: Holt, Rinehart & Winston, 1985. Bradford the ghost goes to school with Jeffrey, and being both mischievous and invisible, he creates many problems. (identifying a problem, accepting consequences, dealing with an accusation)

Ahlbom, Jens. Translated by Barbara Lucas. **Jonathan of Gull Mountain**. Stockholm: R&S Books, 1987. Jonathan is the only person in the world who doesn't have wings, and he feels angry, sad and left out – until his friend comes up with a plan. (empathy, similarities and differences, accepting differences, expressing concern, identifying a problem, choosing a solution, dealing with being left out, disappointment)

Alexander, Sue; illustrated by Ellen Eagle. **Lila on the Landing**. New York: Clarion Books, 1987. Lila, always the last to be chosen for games by the other children, earns their interest and acceptance by creating her own imaginative activities on the landing of her apartment house. (fairness, dealing with peer pressure, self-talk, dealing with criticism, dealing with being left out, disappointment, *relaxation, keeping out of a fight, accepting consequences, predicting feelings, feelings change, empathy, communicating feelings)

Anno, Mitsumasa et al. **All in a Day**. New York: Philomel Books, 1986. Brief text and illustrations by ten internationally well-known artists reveal a day in the lives of children in eight different countries, showing similarities and differences and emphasizing the commonality of humankind. (similarities and differences)

Bates, Betty; illustrated by Leslie Morrill. **Tough Beans**. New York: Holiday House, 1988. With the help of his best friend Cassie, Nat comes to terms with his diabetes and a bully named Jasper. (empathy, *feelings change, similarities and differences, predicting feelings, interpersonal problem solving, recognizing impulses, identifying a problem, *dealing with fear, anger triggers, self-talk)

Birdseye, Tom. **I'm Going to be Famous**. New York: Holiday House. Determined to achieve fame by breaking several strange world records, Arlo and his friends practice fiendishly under the disapproval of parents and the school principal. (*setting goals, dealing with peer pressure, *resisting temptation to cheat, keeping a promise, dealing with frustration, accepting consequences)

Blume, Judy. **Otherwise Known As Sheila the Great**. New York: E. P. Dutton. When Sheila's family goes to spend the summer in the suburbs, she must face such terrors as swimming lessons, dogs, and thunderstorms. (*resisting impulse to lie, *dealing with fear, *identifying feelings, feelings change, conflicting feelings, preferences, communicating feelings, interpersonal problem solving, identifying a problem, predicting feelings, anger management, dealing with criticism, dealing with frustration)

Blume, Judy. **Superfudge**. New York: E. P. Dutton, 1980. Peter describes the ups and downs of life with his younger brother Fudge. (dealing with disappointment, anger triggers, dealing with frustration)

Blume, Judy; illustrated by Roy Doty. **Tales of a Fourth Grade Nothing**. New York: E. P. Dutton, 1972. Peter tells about school, his family and his troubles with his two-year-old brother Fudge. (dealing with frustration, empathy, anger management)

Bottner, Barbara. **Dumb Old Casey Is a Fat Tree**. New York: Harper & Row, Publishers, 1979. Casey's determination to be a ballet dancer teachers her a valuable secret about hard work. (empathy, feelings change, cause and effect, resisting impulse to lie, anger triggers, relaxation, self-talk, reflection, disappointment)

Boyd, Candy Dawson. **Circle of Gold.** New York: Scholastic Inc., 1984. Mattie is sure that if she finds a way to buy the beautiful pin for her mother, everything in the family will be made all right again. (*accepting consequences, resisting impulse to lie, resisting temptation to cheat, dealing with gossip, communicating feelings, identifying a problem, *choosing a solution, dealing with frustration, dealing with putdowns, keeping out of a fight, *dealing with an accusation)

Bunting, Eve; illustrated by Lorinda Bryan Canley. **Clancy's Coat**. New York: Viking Kestrel, 1984. Although Tippitt the tailor has trouble getting around to returning farmer Clancy's old winter coat, he is quicker to take advantage of the opportunity to mend a broken friendship. (empathy, feelings change, predicting feelings, intentions, conflicting feelings, communicating feelings, apologizing)

Bunting, Eve. **Our Sixth-Grade Sugar Babies**. New York: J. B. Lippincott, 1990. Vicki and her best friend fear that their school project, carrying around 5 lb. bags of sugar to learn about parental responsibility, will make them look ridiculous in the eyes of the seventh-grade boy they both like. (conflicting feelings, cause and effect, fairness, expressing concern, identifying a problem, keeping a promise, making conversation, *taking responsibility for your actions, *resisting impulse to lie, *resisting temptation to cheat, *accepting consequences)

Burch, Robert. **King Kong and Other Poets**. New York: Viking Kestrel, 1986. A shy new girl makes a place for herself in her class by writing poems. (similarities and differences, communicating feelings, cause and effect, intentions, accepting differences, making conversation, resisting impulse to lie, dealing with peer pressure, dealing with gossip, *dealing with criticism, dealing with being left out)

Cameron, Ann; illustrated by Dora Leder. **Julian's Glorious Summer**. New York: A Stepping Stone Book, 1987. When his best friend Gloria receives a new bike, Julian spends the summer avoiding her because of his fear of bikes. (resisting impulse to lie, feelings change, preferences, conflicting feelings, communicating feelings, identifying a problem, choosing a solution, accepting consequences, dealing with fear)

Carrick, Carol; illustrated by Donald Carrick. **Stay Away from Simon!** New York: Clarion Books, 1985. Lucy and her younger brother examine their feelings about a mentally handicapped boy they both fear when he follows them home one snowy day. (empathy, accepting differences, dealing with gossip, perceptions, intentions, fairness, dealing with fear)

Charlip , Remy & Burton Supree. **Harlequin and the Gift of Many Colors**. New York Parents' Magazine Press, 1973. Due to the generosity of his friends, Harlequin gets a new patchwork suit for Carnival. (empathy, expressing concern, identifying a problem, choosing a solution, dealing with being left out)

Cohen, Barbara; illustrated by Michael J. Deraney. **The Secret Grove**. New York: Union of American Hebrew Congregations, 1985. Two boys, one Israeli, the other Jordanian, meet one day in an orange grove separating their two border villages and discover that stereotypes are untrue. (prejudice, similarities and differences, feelings change, conflicting feelings, communicating feelings, active listening, accepting differences, making conversation, reflection)

Cole, Sheila R.; illustrated by Paul Raynor. **Meaning Well**. New York: Franklin Watts, Inc., 1974. Lisa learns the meaning of friendship too late to help a classmate who desperately needed a friend. (empathy, conflicting feelings, perceptions, predicting feelings, communicating feelings, intentions, fairness, keeping a promise, making conversation, taking responsibility for your actions, dealing with peer pressure, dealing with gossip, dealing with putdowns, dealing with being left out)

Conford, Ellen; illustrated by Diane Palmisciano. **Jenny Archer, Author**. Boston: Little, Brown & Company, 1989. When given an assignment to write her autobiography, Jenny decides to spice up her boring life by using her imagination. (intentions, fairness, active listening, identifying a problem, choosing a solution, dealing with criticism, dealing with an accusation)

Conford, Ellen; illustrated by Diane Palmisciano. **What's Cooking, Jenny Archer?** Boston: Little, Brown & Company, 1989. Jenny goes into business preparing lunches for friends at school but runs into trouble. (preferences, cause and effect, identifying a problem, choosing a solution, dealing with criticism, accepting consequences)

Conrad, Pam; illustrated by Mike Wimmer. **Staying Nine**. New York: Harper & Row, Publishers, 1988. Nine-year-old Heather doesn't want to turn ten until wacky Rosa Rita shows her that growing up isn't so bad. (empathy, similarities and differences, feelings change, preferences, conflicting feelings, expressing concern, reflection)

Coutant, Helen; illustrated by Vo-Dinh Mai. **The Gift**. New York: Alfred A. Knopf, 1983. After much deliberation, a young girl finally decides on the perfect present for her special friend, an old woman who has suddenly gone blind. (empathy, expressing concern, communicating feelings, active listening, identifying a problem, choosing a solution, dealing with fear)

Crofford, Emily; illustrated by Jim LaMarche. **A Matter of Pride**. Minneapolis: Carolrhoda Books, Inc., 1981. A young girl's opinion of her mother changes as she watches the woman display her courage. (feelings change, identifying feelings, conflicting feelings, interpersonal problem solving, dealing with fear)

Greenwald, Sheila. **Alvin Webster's Surefire Plan for Success (and How It Failed)**. Boston, Toronto: Joy Street Books: Little, Brown & Company, 1987. Alvin, accustomed to being the best at everything, has some adjustments to make when he finds out he's getting a new baby brother at the same time he tries to tutor an unwilling and less gifted student. (setting goals, identifying a problem, choosing a solution, skill steps, perceptions, dealing with peer pressure, reflection)

Greenwald, Sheila. **Give Us a Great Big Smile, Rosy Cole**. Boston, Toronto: An Atlantic Monthly Press Book: Little, Brown & Company, 1981. After making Rosy's two older sisters famous, Uncle Ralph now wants to make untalented Rosy famous with a photo book about her violin playing. (communicating feelings, preferences, identifying a problem, choosing a solution)

Hest, Amy. **Where in the World Is the Perfect Family?** New York: Clarion Books, 1989. Complications in Cornie's life, among them divorced parents and a new baby half-sister, help Cornie and her best friend Megan find a theme for the school project. (empathy, identifying feelings, feelings change, perceptions, *communicating feelings, *active listening, self-talk, dealing with criticism, dealing with being left out)

Hickman, Janet. **The Thunder-pup.** New York: Macmillan Publishing Co., Inc., 1981. As her tenth birthday approaches, Linnie tries to deal with a house guest she dislikes, confront her fear of storms, and hide two puppies from the dog-catcher. (empathy, similarities and differences, *preferences, perceptions, accepting differences, *dealing with fear)

Hoobler, Dorothy and Thomas; illustrated by Cheryl Hanna. **Next Stop, Freedom. The Story of a Slave Girl**. New Jersey: Silver Burdett Press (Simon & Schuster, Inc.), 19[illegible]. Emily, a slave girl who longs to read, escapes from slavery with the help of Harriet Tubman. (fairness, setting goals, perceptions, dealing with fear)

Hurwitz, Johanna; illustrated by John Wallner. **Aldo Applesauce.** New York: William Morrow & Company, 1979. When he and his family move to the suburbs, Aldo has difficulty finding friends. (identifying feelings, feelings change, perceptions, expressing concern, making conversation)

Hurwitz, Johanna; illustrated by Diane de Groat. **Aldo Peanut Butter**. New York: Morrow Junior Books, 1990. When Aldo's parents go out of town, Aldo, his two sisters, and his two dogs, cause chaos in the house. (cause and effect, identifying a problem, taking responsibility for actions, accepting consequences, making and responding to complaint)

Hurwitz, Johanna; illustrated by Carolyn Ewing. **The Cold and Hot Winter**. New York: Morrow Junior Books, 1988. Derek and his best friend Rory are excited when their friend Bolivia comes to town for a visit, until a lot of missing objects make Derek begin to doubt Rory's honesty. (conflicting feelings, predicting feelings, communicating feelings, fairness, interpersonal problem solving, identifying a problem, taking responsibility for your actions, resisting temptation to cheat, anger management, reflection, *dealing with an accusation, keeping out of a fight)

Hurwitz, Johanna; illustrated by Diane de Groat. **DeDe Takes Charge**. New York: William Morrow & Company, 1984. A year after her father has left home for good, DeDe helps her mother cope with the realities of life after divorce. (interpersonal problem solving, identifying a problem, dealing with frustration)

Livingston, Myra Cohn (selected by); illustrated by Rober Casilla. **Poems for Father**. New York: Holiday House, 1989. Eighteen multiethnic poems describe many kinds of fathers, including stepfathers and fathers who have moved away. (conflicting feelings, similarities and differences, accepting differences)

MacMillan, Diane & Dorothy Freeman; illustrated by Mary Jane Begin. **My Best Friend Duc Tran–Meeting a Vietnamese-American Family**. New York: Julian Messner/Simon & Schuster, 1987. Two fourth grade boys introduce Vietnamese-American culture and customs. (similarities and differences)

Paterson, Katherine; illustrated by Donna Diamond. **Bridge to Terabithia**. New York: Harper & Row, 1977, 1987. Two misfit children form a special friendship and create their own magical kingdom.

Peck, Robert Newton; illustrated by Andrew Glass. **Banjo**. New York: Alfred A. Knopf, 1982. Two boys learn about danger, bravery, and friendship when they fall into an abandoned mine shaft from which only a reclusive mountain man can save them. (empathy, perceptions, expressing concern, *accepting differences, identifying a problem, choosing a solution, dealing with fear, taking responsibility for your actions)

Petersen, P.J.; illustrated by Frank Remkiewicz. **I Hate Camping**. New York: Dutton Children's Books, 1991. Dan thinks he'll have a terrible time going camping with his mom's boyfriend and his two children, but the children form a surprising friendship. (feelings change, keeping out of a fight, similarities and differences, preferences, perceptions, predicting feelings, recognizing impulses, dealing with fear, anger triggers, dealing with putdowns)

Riskind, Mary. **Follow That Mom!** Boston: Houghton Mifflin Company, 1987. Maxine creates as much mischief as possible in order to convince her mother to quit the Girl Scouts. (interpersonal problem solving, identifying a problem, choosing a solution, keeping out of a fight, recognizing impulses, feelings change, preferences, predicting feelings, communicating feelings, cause and effect, anger triggers, dealing with putdowns, accepting consequences)

Robinson, Nancy K.; illustrated by Rosanne Kaloustian. **Veronica Knows Best**. New York: Scholastic Inc., 1987. No longer a show-off, Veronica decides the best way to make friends is to "take an interest" in people and determines to practice this theory on a popular girl in school. (active listening, expressing concern, empathy, resisting impulse to lie, dealing with gossip, dealing with peer pressure, keeping a promise, making conversation, setting goals)

Robinson, Nancy K. **Veronica Meets Her Match**. New York: Scholastic Inc., 1990. Veronica's fervid attempts to gain peer acceptance continue as she claims the new girl as her own special friend. (resisting impulse to lie, resisting temptation to cheat, dealing with peer pressure, identifying a problem, choosing a solution, dealing with being left out)

Robinson, Nancy K.; illustrated by Ingrid Fetz. **Wendy and the Bullies**. New York: Hastings House, Publishers, 1980. Wendy's troubles with bullies in and out of school reach the point where she is afraid to go to school. (feelings change, communicating feelings, active listening, expressing concern, focusing on a problem, choosing a plan, anger triggers, reflection, keeping out of a fight, making and responding to a complaint)

Rocklin, Joanne; illustrated by Eileen McKeating. **Dear Baby**. New York: Macmillan Publishing Company, 1988. During the months that her mom is expecting, Farla writes a series of letters to the unborn baby describing her feelings toward family members, friends, and her future brother or sister. (identifying feelings, *communicating feelings, conflicting feelings, accepting differences, dealing with peer pressure, resisting impulse to lie, relaxation, feelings change, interpersonal problem solving, identifying a problem, choosing a solution, reflection, dealing with being left out)

Rockwell, Thomas; illustrated by Gioia Fiammenghi. **How to Fight a Girl**. New York: Franklin Watts, 1987. Joe and Alan's plan to get revenge on Billy backfires when their secret weapon, the prettiest girl in their class, becomes Billy's friend instead. (keeping out of a fight, making conversation, conflicting feelings, interpersonal problem solving, recognizing impulses, identifying a problem,

resisting impulse to lie, dealing with gossip, anger management, anger triggers, dealing with an accusation, accepting consequences)

Roos, Stephen; illustrated by Carol Newsom. **My Horrible Secret**. New York: Delacorte Press, 1983. With the pressure of baseball camp looming before him, Warren, whose older brother is a superathlete, resorts to desperate measures to hide the fact that he can't throw or catch a ball. (communicating feelings, preferences, recognizing impulses, identifying a problem, choosing a solution, dealing with fear, taking responsibility for your actions, resisting impulse to lie, dealing with putdowns)

Scarboro, Elizabeth. **The Secret Language of the SB**. New York: Viking, 1990. A boy is anxious when a foster child comes to live with his family for a while. (dealing with frustration, accepting differences, empathy, identifying feelings, feelings change, similarities and differences, expressing concern, making conversation)

Schaefer, Jack; illustrated by Harold West. **Old Ramon**. Boston: Houghton Mifflin Company, 1960. When a young boy joins an old shepherd for a season with the sheep, he watches and learns about how to overcome fear, ease tension, and face death and responsibility. (conflicting feelings, active listening, identifying a problem, cause and effect, *dealing with fear, taking responsibility for your actions, relaxation)

Sharmat, Marjorie Weinman; illustrated by Ben Shecter. **Maggie Marmelstein for President**. New York: Harper & Row, Publishers, 1975. When Thad Smith turns down Maggie's offer to be his presidential campaign manager, she decides to run for president of the class herself. (resisting impulse to lie, dealing with putdowns, dealing with an accusation, identifying feelings, identifying a problem, choosing a solution, keeping out of a fight, fairness, conflicting feelings)

Smith, Doris Buchanan. **The Pennywhistle Tree**. New York: G. P. Putnam's Sons, 1991. A rift develops in the closeness shared by Jonathon and his best friends when a new boy moves onto the street and insists on pushing himself into Jonathon's life. (feelings change, conflicting feelings, interpersonal problem solving, dealing with being left out, fairness, dealing with frustration, recognizing impulses)

Stolz, Mary; illustrated by Leonard Shortall. **A Dog on Barkham Street**. New York: Harper & Row, Publishers, 1960. Edward wants a dog and he doesn't want to be bullied anymore by Martin. (empathy, conflicting feelings, communicating feelings, intentions, fairness, interpersonal problem solving, dealing with fear, dealing with putdowns, dealing with criticism, keeping out of a fight, making and responding to a complaint)

Stolz, Mary; illustrated by Leonard Shortall. **The Bully of Barkham Street**. New York: Harper & Row, Publishers, 1963. Martin has a bad reputation, practically no friends, and his parents are threatening to take away his dog. Although he's trying to be better, it's hard to change. (fairness, reflection, accusation, *making and responding to a complaint, anger management, *keeping out of a fight, dealing with the impulse to lie, *accepting consequences, empathy, being left out, predicting feelings, *setting goals, communicating feelings, cause and effect, active listening, recognizing impulses, identifying a problem, choosing a solution, anger triggers, dealing with putdowns, dealing with frustration)

Surat, Michele Maria; illustrated by Vo-Dinh Mai. **Angel Child, Dragon Child**. Milwaukee: Raintree, 1983. Going to a new school in America is difficult for Ut,

a Vietnamese girl who misses her mother back in Vietnam. (accepting differences, empathy, dealing with putdowns)

Taylor, Theodore. **The Cay**. New York: Doubleday & Company, Inc., 1969. After being told all his life that black people are different and should be treated differently, Phillip becomes dependent on an old West Indian man when the ship they're both on is torpedoed during the war. (similarities and differences, accepting differences, interpersonal problem solving, dealing with frustration, dealing with fear, feelings change, perceptions, setting goals)

Thomas, Joyce Carol. **The Golden Pasture.** New York: Scholastic Inc., 1986. The exquisite horse Carl Lee finds on his grandfather's farm one summer helps him to understand his difficult father better. (accepting differences, keeping a promise, dealing with fear, active listening, setting goals)

Van Leeuwen, Jean. **Dear Mom, You're Ruining My Life**. New York: Dial Books for Young Readers, 1989. Sam's eleventh year includes losing her last baby teeth, towering over every boy in dance class, and being mortified by everything her mother does. (interpersonal problem solving, *communicating feelings, conflicting feelings, accepting differences, dealing with peer pressure, making and responding to a complaint)

Walsh, Jill Paton; illustrated by Brock Cole. **Gaffer Samson's Luck**. New York: Farrar/Strauss/Giroux, 1984. After moving to a strange new place James seeks acceptance from the established groups of friends and finds a friend in the old man next door. (similarities and differences, perceptions, prejudice, expressing concern, accepting differences, interpersonal problem solving, recognizing impulses, keeping a promise, dealing with fear, taking responsibility for your actions, dealing with peer pressure, self-talk, dealing with being left out, dealing with frustration, keeping out of a fight)

Walter, Mildred Pitts; illustrated by Carole Byard. **Have A Happy...** New York: Avon Books, 1989. It's Christmas time, and in addition to celebrating Christmas and Chris's eleventh birthday, Chris's family also observes Kwanzaa, a seven-day celebration of African-American heritage. (active listening, *keeping a promise, dealing with fear, dealing with frustration)

Walter, Mildred Pitts; illustrated by Pat Cummings. **Mariah Loves Rock**. New York: Bradbury Press, 1988. As 5th grade comes to an end, Mariah, who idolizes a rock star, experiences many misgivings about the arrival of a half-sister who is coming to live with the family. (peer pressure, dealing with fear, preferences)

Wright, Betty Ren. **The Summer of Mrs. MacGregor**. New York: Holiday House, 1986. Torn between devotion for and jealousy of her beautiful and much-admired invalid sister, Caroline's drab self-image begins to change when she meets the glamorous Lillina MacGregor who makes her feel important. (identifying feelings, *conflicting feelings, expressing concern, resisting impulse to lie, setting goals, dealing with being left out, accepting consequences)

Yarbrough, Camille. **The Shimmershine Queens**. New York: G. P. Putnam's Sons, 1989. Two friends try to uplift themselves and their classmates out of a less than beautiful urban present by encouraging dreams and the desire to achieve them. (*setting goals, keeping out of a fight, perceptions, communicating feelings, cause and effect, active listening, anger triggers, self-talk, *relaxation, dealing with putdowns)

## Resources

### General Books


Borba, Michelle & Borba, Craig. *Self-Esteem: A Classroom Affair.* School Age Notes, P.O. Box 121036, Nashville, TN, 37212.

Canfield, Jack & Harold, Wells. *100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents.* Englewood Cliffs, NJ: Prentice-Hall, 1976.

Chase, Larry. *The Other Side of the Report Card. A how-to-do-it program for affective education.* Santa Monica, CA: Goodyear, 1975.

Crary, Elizabeth. *One Dozen Feeling Games.* Seattle: Parenting Press, 1980.

Fagen, Stanley A., et al. *Teaching Children Self-Control.* Columbus, OH: Chas. E. Merrill, 1975.

Furness, Pauline. *Role-Play in the Elementary School.* New York: Hart, 1976.

Hurt, Thomas, et al. *Communication in the Classroom.* Reading, MA: Addison Wesley, 1978.

Johnson, David W. & Roger T. Johnson. *Learning Together and Alone: Cooperation, Competition and Individualization.* Englewood Cliffs, NJ: Prentice-Hall, 1975.

Kalb, Johah and David Viscott, M.D. *What Every Kid Should Know.* Boston: Houghton Mifflin, 1976.

Stanford, Gene & Barbara Stanford. *Learning Discussion Skills Through Games.* New York: Citation Press, 1969.


### Cooperative Games


Deacove, Jim. *Games Manual of Non-Competitive Games.* Perth, Ontario: A Family Pastimes Product, 1974.

Fluegelman, Andrew. *More New Games.* Garden City, NJ: Doubleday, 1981.

Fluegelman, Andrew. *The New Games Book.* Garden City, NJ: Doubleday, 1976.

Orlick, Terry. *The Cooperative Sports & Games Book, Challenge Without Competition.* New York: Pantheon Books, 1978.

Michaelis, Dolores & Bill. *Noncompetitive Activities and Play.* Palo Alto, CA: Learning Handbooks, 1977.


### Problem Solving/Conflict Resolution


Abruscato, Joe & Jack Hassard. *The Earth People Activity Book: People, Places, Pleasures, and Other Delights.* Glenview, IL: Scott, Foresman & Co., 1978.

*Classroom Conflict Resolution Training for Elementary Schools.* School Initiatives Program, Community Board Center for Policy & Training, 149 Ninth Street, San Francisco, CA, 94103. (415) 552-1250, 1987.

Educators for Social Responsibility. *Perspectives: A Guide to Concepts of Peace.* Cambridge, MA: E.S.R., 23 Garden Street, Cambridge, Massachusetts, 02138, 1983.

Filley, Alan C. *Interpersonal Conflict Resolution.* Glenview, IL: Scott, Foresman & Co., 1975.

Judson, Stephanie, et al. *A Manual on Nonviolence and Children.* Philadelphia: Friends of Peace Committee, 1977.

Kendall, Philip C. *Stop and Think Workbook.* 238 Meeting House Lane, Merion Station, PA, 19066, 1992.

Kendall, Philip C. *Teaching Problem Solving: A Manual For Teachers.* 238 Meeting House Lane, Merion Station, PA, 19066, 1992.

Koschman, Thomas. *Black and White Styles in Conflict.* Chicago: University of Chicago Press, 1981.

Kreidler, William J. *Creative Conflict Resolution.* More than 200 activities for keeping peace in the classroom. Glenview, IL: Scott, Foresman & Co., 1984.

Prutzman, Priscilla, et al. *The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children.* Wayne, NJ: Avery, 1978.

Schmidt, Fran & Alice Friedman. *Creative Conflict Solving For Kids.* Grace Contrino Abrams Peace Education Foundation, Inc., P.O. Box 19-1153, Miami Beach, FL, 33139, 1985.

Stanford, Barbara, Ed. *Peacemaking.* New York: Bantam, 1976.

## Books on Diversity

Allport, Gordon. *The Nature of Prejudice.* Reading, MA: Addison-Wesley, 1979.

Banks, James A. *Teaching Strategies for Ethnic Studies.* Boston: Allyn and Bacon, 1975.

Banks, James A. *Multi-Ethnic Education.* Boston: Allyn and Bacon, 1988.

Edwards, Gabrielle I. *Coping With Discrimination.* New York: Rosen Publishing Group, 1986.

Kendall, Frances E. *Diversity in the Classroom.* New York: Columbia University, 1983.

Matiella, Ana C. *Cultural Pride.* Santa Cruz, CA: Network Publications, 1988.

Pasternak, Michael G. *Helping Kids Learn Multi-Cultural Concepts.* Champaign, IL: Research Press, 1979.

## Books for Parents

Acus, Leah Kunkle. *Quarreling Kids* (Stop the Fighting and Develop Loving Relationships Within the Family). Englewood Cliffs, NJ: Prentice-Hall, 1981.

Crary, Elizabeth. *Kids Can Cooperate, A Practical Guide to Teaching Problem Solving.* Seattle: Parenting Press, 1984.

Curwin, Richard L. and Allen N. Mendler. *Am I In Trouble?* Santa Cruz, CA: Network Publications, 1990.

McDermott, John F. *Raising Cain (And Able Too).* Richfield, CN: Wyden Books, 1980.

## Films

CHEF, 20832 Pacific Highway South, Seattle, Wa. 98198-5997:

*Making Friends* (15 minutes).
*Staying Out of Trouble with Your Friends* (29 minutes).

Churchill Media, 12210 Nebraska Avenue, Los Angeles, CA, 90025. (800) 334-7830:

*Hopscotch*
*How To Be A Good Kid*
*Into the Mainstream*
*Joshua in a Box*
*Solving Conflicts*
*To Try Again—And Suceed!*
*To Tell the Truth*

Committee for Children, 172 20th Avenue, Seattle, WA, 98122. (800) 634-4449:

*Facing Up*

Filmfair Communications, 10621 Magnolia Blve., North Hollywood, CA 91601. (800) 423-2461:

*Gossip*
*Teamwork*
*There's Nobody Else Like You*
*That's Stealing*
*Square Pegs-Round Holes*
*Don't Pop Your Cork On Mondays!*
*What Did You Say?*

Grace Contrino Abrams Peace Foundation, P.O. Box 19-1153, Miami Beach, Florida 33119:

*Fighting Fair: Dr. Martin Luther King Jr. for Kids*

Sunburst Communications, 39 Washington Avenue, Box 40, Pleasantville, NY, 10570-3498.

*All About Anger*
*Getting Better At Getting Along*
*Feeling Good About Me*
*I Like Being Me*
*Friendship: The Good Times...The Bad Times*
*Best Foot Forward*
*Feelings: Inside, Outside, Upside Down*
*Between You and Me*
*Let's Talk About Responsibility*

## Additional Activities

### Unit I

1. Have the students make a people poster showing different feelings with cutouts from magazines.
2. Have the students make a book about their feelings using words and drawings. Suggestions:
   - I feel happy when...
   - I feel excited when...
   - I feel sad when...
   - I feel angry when...
   - I feel confused when...
3. Write feelings on pieces of paper and put them in a box. Have students take turns pulling a paper from the box and acting out that feeling. The class guesses which feeling is being portrayed and what clues were given.
4. Have the students try this point-of-view experiment: Post an alphabet or number chart in front of the room. Extend your arm in front of you and raise the pointer finger. Move around until your pointer finger lines up with the middle of the chart at the front of the room. Shut one eye and keep it shut while you notice which letters/numbers appear on each side of the finger. Switch eyes, keeping your finger in exactly the same place. Discuss what happened.

   Now get a piece of paper. Put your pencil in your writing hand. Raise the pointer finger of your other hand and again line it up with the middle of the chart. Shut one eye and keep it shut. Now draw on the paper the letters/numbers that appear on each side of your pointer finger. Compare your drawings. It takes at least 2 different points of view to make anything appear real. Compare this to looking at a situation from another's point of view.
5. Ask the students to write about, illustrate or discuss the following questions: What would the world look like if you were as tall as Michael Jordan? As small as an ant? Flying as high as a bird? Swimming as deep as a whale?
6. As a class, read a story which has several characters. Retell the story from the point of view of each character. Or choose a fairy tale or folk tale you like. What problem(s) do the main characters encounter? What different points of view do the characters hold regarding the problem(s)?

7. Ask the students to choose an issue in the news or a problem at school. How many different points of view can they research/ imagine? Look at the situation from many different sides. What does this say about their own points of view?

8. Pick an issue to debate. Ask the students to argue in favor of one side. Then switch and argue in favor of the other side.

9. Ask the students: What birthday present would make each member of your family happy? What would each of your friends do if they found a five dollar bill? What would each of your friends do if they were given a day off from school?

10. Have the students survey each other's preferences for ice cream, favorite book, etc. and record in a colorful graph what they find. They may wish to work with a partner or in a group of four.

11. Have the students write down on a sheet of paper their favorite activity, food, and book. Then read each to the class, and have them try to guess the student.

12. Bring a bag of oranges to school, one orange for each student. Have the students sit in a circle and pass out the oranges. After they have "gotten to know their oranges," put all the oranges back in the bag. Now pass each orange around the circle. When they recognize their orange, they should put the orange down in front them. Ask: How did you recognize your orange? Did you handle your orange differently after you had studied it?

13. Forced choice exercise: Stand in the center of the room and respond to the following:

    - All students who would rather eat strawberry ice cream than chocolate go to one wall; all students who would rather eat chocolate ice cream than strawberry go to the other wall.
    - All students who love winter best go to one wall; all students who love summer best go to the other wall.
    - All students who would rather play in the snow than in the water go to one wall; all students who would rather play in the water than in the snow go to the other wall.

14. To promote listening skills, give a topic such as "playgrounds," and have each student say something about the topic. The next student should restate what the person before her/him said, then say her/ his own thought or feeling about the subject. Continue around the circle until everyone has had a turn. (Correct students when they do not restate what the person before them said.)

15. Have the students pair up or work in a group of four. Ask them to come up with three situations where they might want to express concern but where they are not responsible for the situation. Then think of all the ways you can express concern without having to say you are sorry.

16. Have the students tape their thumbs to their hands and go about their regular classroom activities for an hour. Afterwards, gather together in a circle and talk about what it felt like to have a handicap.

17. Have the students pair up for a blindfold walk. Each student should lead their blindfolded partner around the classroom or playground, having them touch and smell different things. Afterwards, talk about what it was like to be unable to see and to have to trust someone else. Discuss how blind people become independent.

18. If your class is multi-cultural ask the students to bring a family dish for a potluck lunch. The students should be prepared to discuss the ingredients and preparation of their dishes. Discuss food preferences.

**Unit II**

1. Have the students interview classmates, school staff, family and neighbors about making friends:

   - How do you make friends?
   - If you are new in a neighborhood, how do you find a friend?
   - If someone is new in your class, how do you make the person feel welcome?

   Combine everyone's pages into a class book and title it. Loan it to the school library or to other classes.

2. Have the students role-play doing an activity with one other person. Have a third student walk up and ask the two students who are playing to include her/him?

3. Encourage cooperation and problem solving by assigning students joint projects, such as decorating the room, sharing class jobs and organizing activities.

4. Have the students pretend that they are going on a hike in (the desert, mountains, or along the ocean). Have groups of four decide on five things they need to bring on the hike. After five minutes ask:

- How did you make decisions?
- Were you listened to?
- What did you learn about working together?

5. Have the students pair up and, using one piece of paper and one crayon between them, draw a picture together without speaking. After three minutes, regroup to discuss their experiences.
6. Ask the students to pick a topic of conversation, go home, and talk for five minutes with a friend or family member about it. Discuss the next day.
7. Ask the students to write down a "success-a-day" in getting along with others. Once a week have a time when students share their successes with the class.

**Unit III**

1. Ask the students to draw a picture of themselves when they get mad using colors to show how their bodies feel. Encourage discussion of anger signs.
2. Ask the students to keep an anger journal, adding a page after each lesson. Have them include the following: their anger signs, situations that trigger their anger, their verbal or thought triggers, self-talk they can use, their successes in controlling their anger, and ways to reward themselves.
3. Ask the students to come up with self-talk for the following situations:
   - You are pitching in a softball game for the first time.
   - You are mad at your sister for messing up your room.
   - You have to run around the school playground, and you're so tired that you don't know if you can make it.
   - You didn't get the part you wanted in the play.
   - You are trying to pass a swim test, and you have to swim across the pool one more time.
   - You are mad because someone is taking too long a turn at the classroom computer.
   - You know someone took your math book without asking.
4. Choose two TV programs, an adventure and a sit(uation) com(edy). Ask: How is anger managed correctly (if it is), and how is it mismanaged in each program?

5. Ask the students to watch Saturday morning cartoons to compare the role modeling they see with how they have learned to handle anger and frustration.

6. Choose a comic book or strip which shows anger, frustration, or criticism being mismanaged. Ask the students to draw new frames where the characters handle the situation positively.

7. Invite a speaker, or read reference books about the brain, to find out what happens when you get angry. Have them relate what they learn to the importance of calming down before problem solving.

8. Have the class make a tape of contrasting sounds/music to convey the feelings of calmness and agitation. For example: crickets vs. sirens or lullaby vs. hard rock.

9. Have the students make a class book. Each page has a cartoon of a situation and a suggestion from each student for self-talk to help in such a situation.

10. Ask the students to make a collection of pictures, songs, thoughts, poems, colors, shells, rocks, etc. that help them to relax. Have them keep them together in a box they've decorated with a collage of relaxing images.

11. Invite a professional mediator to talk about her/his work in the business community, and/or invite a student and staff member from a school where student "Conflict Managers" help resolve interpersonal problems. Have the students prepare questions to ask them. After their visit, have the students work in groups of four to create a conflict resolution program for your school.

## Guide to Feelings

***Second Step***

The following descriptions of the six basic emotions are adapted from guidelines established by Ekman and Friesen (1975). This list is designed to be used by the teacher as a guide for discussing facial clues with the students. The clues have been written in simple language, but you may need to do some adjusting for the children in your class. It works best to model the expression as you verbally and physically point out the clues. For clarity and simplicity, teachers may not want to point out all the clues to the children, but instead focus on the "most telling" and easy to describe two or three clues.

1. **Happy:**

- The corners of mouth go up in a smile.
- The teeth may or may not show.
- A line (wrinkle) goes from the nose past the corners of the mouth.
- The cheeks go up and out.
- There are wrinkles below the eyes.
- There are wrinkles at the corners of the eyes.

2. **Sad:**

- The corners of the mouth go down in a frown.
- The inner corners of the eyebrows may go up.
- The eyes may look down and/or tear.

3. **Angry:**

- The lips are pressed together, open or turned down in a frown.
- The eyebrows are down.
- There are wrinkles between the eyebrows.
- The eyes may be slightly closed.
- The eyes may have a hard stare.
- The nostrils may be flared.

4. **Surprised:**

- The mouth is open wide.
- The eyes are open wide (often showing white around the pupil).
- The eyebrows go up high in a curve.
- Wrinkles go across the forehead.

5. **Afraid:**

- The mouth is open and drawn back.
- The eyes are open and the inner corners go up.
- The eyebrows are raised and drawn together.
- There are wrinkles in the middle of the forehead.

6. **Disgusted:**

- The top lip goes up.
- The lower lip pushes up or goes down and sticks out.
- The nose is wrinkled.
- The cheeks go up.
- The eyebrows are down.

## How to Solve Problems

1. What is the problem?

2. What are some solutions?

3. For each solution ask:

   Is it safe?
   How might people feel?
   Is it fair?
   Will it work?

4. Choose a solution and use it.

5. Is it working? If not, what can I do now?

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## What to Do When You Are Angry

1. How does my body feel?

2. Calm down:

   Take three deep breaths.
   Count backwards slowly.
   Think nice thoughts.
   Talk to myself.

3. Think out loud to solve the problem.

4. Think about it later:

   Why was I angry?
   What did I do?
   What worked?
   What didn't work?
   What would I do differently?



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***SECOND STEP***
**Lesson Presentation Evaluation**

Teacher _____
Coach _____

This checklist is designed to give the teacher feedback by a peer coach on presenting lessons from the *Second Step Grades 4-5* curriculum. It can also be used by the teacher for self-evaluation purposes.

Unit: __Empathy __Impulse Control __Anger Management

Lesson title and #: _____

| | Excellent | Good | Improve |
|---|---|---|---|
| 1. **Story and Discussion** | | | |
| • showed photo to all children | △ | △ | △ |
| • nonjudgmental of children's responses | △ | △ | △ |
| • addressed children's needs when appropriate | △ | △ | △ |
| • managed participation and kept pace flowing | △ | △ | △ |
| 2. **Teacher Role Play** | | | |
| • modeled the lesson's skill, behavior or concept accurately | △ | △ | △ |
| • pointed out the steps before and after model role play | △ | △ | △ |
| • evaluated performance | △ | △ | △ |
| 3. **Student Role Plays** | | | |
| • facilitated student role plays smoothly and clearly | △ | △ | △ |
| • used appropriate cueing and coaching | △ | △ | △ |
| • gave children appropriate performance feedback | △ | △ | △ |
| 4. **Activity** (on some lessons in place of role plays) | | | |
| • facilitated activity smoothly and clearly | △ | △ | △ |
| 5. **Transfer of Training** | | | |
| • helped children target times when they might use their new skills | △ | △ | △ |
| 6. **Followed lesson** | △ | △ | △ |
| 7. **Met lesson objectives** | △ | △ | △ |

**8. Praise for the teacher:**

**9. Suggestions and ideas for the teacher to strengthen the lesson:**

**10. Teacher, what do you feel were your strengths?**

**11. Teacher, what would you like to improve?**